

THE
DEAF
AMERICAN

He Struggled Against Deafness . . .

BEETHOVEN — MUSICAL COMPOSER EXTRAORDINARY

THE NATIONAL MAGAZINE FOR ALL THE DEAF

**April
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The Editor's Page

Too Many Organizations?

Over the years we have discussed the possibility of the deaf having too many chiefs and not enough Indians. Our conclusions have also been that: (1) sometimes there are too many chiefs and not enough Indians; (2) sometimes there are not enough good chiefs and (3) sometimes there are not enough good Indians. We might add that all too often it is hard to distinguish between the chiefs and Indians.

With inflation what it is—and prospects of even more bitter doses of it—we speculate that we may have too many tribes (organizations of, by and for the deaf, we mean). What we need are stronger organizations—not more of them.

This is not to say that every problem, every need or every interest is being taken care of by some organization. What we mean is that rather than launch new organizations—be they local, state or national in scope—we should try to work within the framework of an existing organization.

Several surveys have shown how organizational memberships among the deaf tend to overlap. An individual may belong to several organizations on the local level, a few on the state level and a few more on the national level. This is true whether the individual in question is a "professional" or one of the so-called rank-and-file.

Organizations are expensive to maintain. Membership dues are on the up-and-up. National organizations find it imperative to support headquarters offices and staffs, either part- or full-time. Travel costs are terrific.

Competition for the member's dollar is keen when it comes to gatherings of any kind, be they one-evening or one-day local affairs or national conventions of several days' duration. It is a miracle that attendance has held up as well as it has during recent years.

We could cite instances in which new organizations are being proposed, but will refrain from naming them.

Medical Research on Deafness

Although medical research on deafness is hardly likely to benefit more than a handful of living deaf citizens—through selective operative techniques for certain types of deafness—there should be more interest in prevention of hearing disorders. Recent findings and surgical innovations do not get too much publicity outside medical circles unless there are "miracles."

Little known are the new hearing tests which can be administered to infants and very young children without the necessity of direct responses such as are vital to the customary audiometric tests. Next to nothing is publicized of the possible treatment of hereditary deafness if the specific cause is known early enough.

The campaign for rubella vaccination has met with spectacular success in many areas. Preventive measures are available for nearly all childhood diseases which may cause deafness if allowed to affect children and to run their course.

Nobody appears to be pressing the matter these days, but there are many references to genetic counseling with view to prevention of matches that are likely to result in deaf offspring. This aspect of hereditary deafness has been an issue off and on for something like four decades, since the appearance of well-documented tomes on the incidence of deafness in children when one or both parents are deaf.

Modern medicine is capable of man-made miracles, so there is no reason why nearly all deafness could not be prevented if the proper precautions or remedies are undertaken **in time**.

Medical science lacks specific knowledge about deafness in many facets due to lack of temporal bones available for study. The drive for bequests of temporal bones to the Deafness Research Foundation seems to have slowed down to a crawl. We wonder if this has been due, in part, to the lack of publicity on findings—information in terms which the layman can understand.

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Musical Genius And Royalty Both Handicapped By Deafness

By ROBERT L. SWAIN, JR., Associate Feature Editor

Book publishers, being an unpredictable lot, often spring surprises. To cite a recent surprise, two new full-length biographies of deafened personalities created something of a stir by not only appearing at the same time but by treating of deafness as a major topic. They are "Beethoven—Biography of a Genius," by George R. Marek, a giant of nearly 700 pages; "Queen Alexandra," by Georgina Battiscombe, a thinner book but fat in anecdotal material. The publication of the Beethoven biography ties in with the celebration of the composer's 200th anniversary of his birth this year.

German-born Ludwig van Beethoven—the van was a throwback to his family's Dutch antecedents—certainly needs no introduction. Perhaps Danish-born Queen Alexandra does. As the Queen Consort of King Edward VII of England—her flawless beauty the rave of Europe—she shared the world's spotlight from 1901 to 1911, the decade tagged by history, in its fondness for descriptive labels, as the Edwardian era. The queen's link to the present is her great-granddaughter, Queen Elizabeth II.

The biographers, to their back-patting credit, do not fall into the temptation of either minimizing or apologizing for their glamorous subjects' deafness. They refer in exhaustive detail to the neurotic effects hearing loss had had on the temperamental Beethoven and the beauteous queen throughout their adult lives. When it comes to comparisons, Beethoven's deafness is more dramatic. It grated without letup, like extra rough sandpaper, on his raw nerves. He was in turn erratic, rude, often unbearable and short-fused; in fact, a bewildering bundle of contradictions and paradoxes. In contrast, Queen Alexandra suffered in silence, her perfect manners and self-protective dignity masking whatever frustrations she had. While her mind commanded her to fulfill the duties expected of her, her tortured, deprived heart cried out for understanding and tolerance. She was ill-treated by the king who had neither the patience nor the temperament to put up with her deafness, an impediment he found most irritating and exasperating. Her handicap was largely responsible for the unhappiness of her 48-year marriage with the sovereign.

In Marek's well-researched biography, half of a long chapter discusses Beethoven's progressive deafness and the entire book is replete with references to the shattering impact it inflicted on him. Reproductions of letters, in whole or in part, from his mountainous correspondence re-

veal the deep bitterness and resentment he took to his hearing disability.

The first signs of deafness hit him at the age of 28 in 1798, when he was being widely acclaimed for his music. He was a musical prodigy in his earliest boyhood, having taken music lessons at the age of five when most lads would have been outdoors playing hide-and-seek.

To his consternation, he noticed a humming in his ears plus difficulty in hearing murmured conversation or high tones. His first reaction was one of chilling horror at the prospect of becoming a deaf composer and perhaps with his creativity jeopardized. Depressed, he confided in no one except his doctors and a few intimates; he swore them to keep the news in strict secrecy. Typical of his overriding anxiety, he admonished a woman friend in an urgent, pleading note: "I beg you to treat what I have told you about my hearing as a great secret to be entrusted to no one, whoever he may be."

So well was the confidence kept that the public and even acquaintances did not have an inkling of the virtuoso's deafness until much later. Meanwhile, he harbored a secret boast that people were apt to attribute his "inattention" to absent-mindedness or his moodiness without ever suspecting that poor hearing was responsible for his difficulty in understanding speech.

Another explanation for Beethoven's success in keeping his deafness from becoming general knowledge for several years was the drastic step he took in exiling himself from human society after he discovered the decline in his hearing. Privately, he admitted he could not bring himself to make the public confession: "I am deaf."

The psychological scar deafness wracked on him is evinced in an unusual letter he penned to his brothers in October 1802. He thought, he plaintively wrote, that he could "ignore" his deafness but found he could not. He explained that his decision to banish himself from society stemmed in part or wholly from his utter repugnance to come right out and tell the world: "Speak up, shout, for I am deaf." In the same letter—it is reproduced in Marek's massive biography—he admitted he could no longer relax in the company of people nor engage in "refined conversation." Sadly, he went on to say "I must live like an outcast" and "creep into society only as often as sheer

necessity demands." Like a penitent asking forgiveness, he apologized to his brothers for being "unfriendly, peevish or even misanthropic," attributing his conflicting moods to his "condition of continual suffering (deafness)."

In another letter he bared his agony with this stab of self-pity: "My poor hearing haunted me everywhere like a ghost, and I avoided all human society. I seemed to be a misanthrope and yet far from being one." A further insight into the misery Beethoven went through is gleaned from a letter he scribbled to a friend in June 1801. He said he led "a miserable life," terming his deafness "a terrible handicap." He added he might have adjusted to it if he were in another calling that made no demands on hearing.

Beethoven's self-imposed banishment from the world was a tremendous sacrifice for him; he was a brilliant conversationalist, his head teeming with topics, and he relished in being lionized and feted. Especially by the nobility and royalty. A bachelor, he had a pronounced weakness for well-born, cultured ladies and entered platonic, if not intimate, relationships with some of them. (An entire chapter in Marek's biography discusses the various women in Beethoven's life.)

His voluntary withdrawal from the passing scene and his mania for isolation and privacy, coupled with his restless and disorganized habits, had him living within the space of 35 years in 71 dwellings . . . yes, 71 dwellings.

As his deafness became more intolerable to him in his 40s and 50s, Beethoven indulged in waspish behavior, alienating friends and well-meaning relatives who sought to help him. He suffered intensely as his ability to understand speech became increasingly blurred with time. For instance, after he handed his notebook to an orchestra conductor at a rehearsal to write down what he failed to understand, he dashed to his apartment and hurled himself on the sofa, covering his face with both hands. Occasionally, he betrayed his poor hearing by staring with a strained look at those who were speaking to him.

As so many hard of hearing persons are guilty of doing, Beethoven practiced small deceptions to conceal his deafness. An example of this was his appearance at a concert playing his complicated "Battle Symphony." He seemed to be leading the orchestra, baton in hand, but a sharp-eyed witness noted that behind the distinguished composer was the conductor who actually gave the beat. Furthermore, he had the tendency to be a monologist—another habit common among the severely hard of hearing and deafened adults. This affectation was mentioned by a music critic who observed that Beethoven "spoke in monologue, usually at some length and more." The same perceptive critic reported that at another occasion he re-

OUR COVER PICTURE

This portrait of Ludwig van Beethoven at the age of 45 is at the Society of Friends of Music in Vienna, Austria. At the time he posed, he had been struggling with his deafness for 17 years.

Beethoven—Biography of a Genius. By George R. Marek. Illustrated. 696 pp. New York: Funk & Wagnalls. \$10.

Queen Alexandra. By Georgina Battiscombe. Illustrated. 336 pp. Boston: Houghton Mifflin Co. \$7.50.

sponded to Beethoven's perfunctory questions with natural gestures and signs instead of words because of the composer's bad hearing.

According to Marek's comprehensive volume, Beethoven's steadily creeping deafness eroded his ability to hear words sooner than it did his ability to hear music. This fact explains why the genius was able to continue his musical output long after his deafness became so painfully evident to himself. The biographer makes the assumption that Beethoven "probably could 'hear' music by feeling its vibrations." Again, Marek cites that severe, not total, deafness tormented the composer in the last eight to ten years of his life. Some contemporaries of Beethoven's claimed they had to speak directly into his left or right ear. Or raised their voices as high as possible. Others insisted he could not hear at all. One observer, for instance, pointed out that it did not matter whether Beethoven's piano was badly out of tune, since he could not hear the difference. Beethoven himself gave a clue as to the degree of his hearing deterioration at the age of 47 in 1817, when he inquired of a piano manufacturer if he would adjust one of his (composer's) pianos "as loud as possible" for the benefit of "my weakened hearing."

It is of special significance to note that much of Beethoven's imperishable music are excessively loud, if explosive in feeling—a characteristic many music authorities believe to have been the result of the composer's straining to hear his own compositions in face of his ebbing hearing. Recently, a leading music critic, in reviewing the New York Philharmonic's performance of Beethoven's "Fidelio" this winter, commented: "A night with 'Fidelio,' no matter how well sung, is a night in which the ears are under constant attack." Perhaps pressing his hands firmly against his ears, a spectator once saw Beethoven hit the piano keys so hard that the wires of the instrument practically jingled.

With so much at stake, the genius, after detecting the initial erosion of his precious hearing in his late twenties, lost little or no time in seeking medical help. He went from one doctor to another, tried one remedy after another. As it is much the case today, nothing could be done. The best the medics could do was to assure their famous patient that his poor hearing may be "a temporary weakness." As if to keep that hope nurturing, they plied on him useless treatments and medications smacking of quackery. One physician suggested tepid baths in the Danube River. Another advised cold baths instead. No less than a surgeon on the medical staff of the Austrian emperor prescribed a vesicatory ointment applicable to both arms. The remedy had the effect of blistering the skin and taking Beethoven's attention away from his deafness temporarily.

In his voluminous letters, the musician spoke excitedly of alleged miraculous cures of deafness through "galvanism," an area involving electrical currents. He

disclosed that a deaf and dumb child in Berlin was able to hear and that a man deaf for seven years regained his hearing, all through galvanism.

Several months before his death at the age of 57, Beethoven recorded in his diary or "Conversation Book," with the glow of a person who has just stumbled across a breathless discovery, about a new restorative for impaired hearing. It consisted of green nut-rinds crushed in lukewarm oil, a few drops of which were to be inserted into the ears.

Although powerless to help, the doctors repeatedly stressed to Beethoven on the necessity of conserving his hearing by all means. He stubbornly refused, though, to make things easier for himself by using an ear trumpet. Nevertheless, he may have used one in the privacy of his rooms. Several ear trumpets are on display at his birthplace, Beethoven House, in Bonn, West Germany, maintained as a museum. Also never failing to attract the browsers at the museum is a wooden stick the composer is believed to have used in clenching between his teeth while he pounded the piano ivories so as to feel the vibrations.

How did Beethoven become deaf? There is no agreement as to the actual cause. One school of medical opinion ascribes it to venereal disease. Another school theorizes that the virtuoso's deafness was the result of an illness he incurred in 1796, in his 26th year, after he came home perspiring one hot summer day. He threw off some of his clothing and then sat down in the path of a cooling draft. Another diagnosis puts the blame on a typhoid infection Beethoven contracted early in life, and which led to repeated head colds and influenza. Whatever version may be correct, one story has it that he further damaged his already weakened hearing by throwing himself on the ground in a fit of rage in 1810.

Curiosity on Beethoven's deafness persisted, morbid-like, to the very hour of his death on March 27, 1827, when he died of cirrhosis of the liver. From overdrinking, some historians snicker. In a macabre scene, Dr. Johann Wagner, in the presence of Beethoven's physician, performed an autopsy on the deaf genius, during which he sawed out the temporal bones for an examination of the ear bones. That phase of the post-mortem was obviously botched up because the death mask made of Beethoven by an artist immediately afterwards reveals a facial disfigurement that renders the mask valueless as a reasonable facsimile of what the composer looked like while breathing his last.

One should take the time to read Marek's opus in order to learn more about Beethoven against the background of his deafness which he found so heavy to bear.

Seventeen years after the virtuoso's passing, the future Queen Consort of England was born to Danish royalty on December 1, 1844. She was promptly saddled with this chain of names: Alexandra Caroline Marie Charlotte Louise Julia.

Her biographer, Georgina Battiscombe—she had free access to the Royal Archives at Windsor Castle—gives an introductory summary of what it means to be devoid of hearing. It is not complimentary but, admittedly, serves the purpose of enlisting the uninitiated reader's understanding of the handicap's restrictions on the Queen's public and private lives.

Long on beauty but woefully short on education, the fun-loving and simple-minded Alexandra, while fortunate to be born to the purple, was not so lucky in inheriting a type of incurable deafness, otosclerosis, from her deaf mother, Princess Louise of Hesse-Cassel, later Queen of Denmark. It is the kind of deafness prone to get worse with pregnancy, illness and with age, too. The affliction seems to have been handed down to Alexandra's eldest son—the dissipated Prince Albert Victor and heir to the British throne after his father. He was regarded as being "a little deaf" by Queen Victoria's observant and shrewd private secretary, who deduced that this might have been the reason why the prince appeared to be slow. Had he survived an attack of typhoid fever, would England have had a deaf king for the first time in history?

So generous indeed was nature in endowing Alexandra with beauty and grace that the Prince of Wales, then the most eligible bachelor in the world, fell in love with her photograph before he even laid eyes on her in person. He finally met her abroad and became acquainted, however slightly, with her at the too-few and discreetly chaperoned meetings they had together. He hardly had a chance to know about her hereditary deafness. Was love too blind? Or was the fact purposely withheld from him? In fairness to the Prince of Wales, he should not be scolded for rushing himself into a marriage he later was to regret bitterly. Largely at fault was his overbearing mother, Queen Victoria. She was doubly anxious for her eldest son—she despised him—to get married as soon as possible in the fervent hope he would settle down to respectable domesticity and thus stop scandalizing her with his dalliances with a young actress of shady morals and his liking for fast company.

Only 19 and looking every inch a fairy princess, Alexandra exchanged marriage vows with the Prince of Wales, March 10, 1863, in St. George's Chapel hard by fortress-like Windsor Castle. Although overwhelmed with the Princess' stunning looks, Queen Victoria, then in heavy mourning over the recent loss of her husband, Prince Albert, was not happy at learning of her new daughter-in-law's deafness. The queen, although, knew that the Princess' mother was similarly afflicted, having met her earlier. In lamenting at her unhappy discovery, Queen Victoria sighed: "Alas! She (the Princess) is deaf and everyone observes it, which is a sad misfortune." In the years ahead, the Princess of Wales, despite her increasing deafness, was to win over the formidable, dumpy Queen with her thoughtfulness, unflinching courtesy and gracious manners. Seeing each other whenever feasible, they



Queen Alexandra, then very deaf, in her coronation robes shortly after her husband became King Edward VII of England in 1901. Easily discernible is her much-envied beauty, although she was 57 years old when the photograph was taken.

became quite close together in spite of whatever misgivings they had over the erring Prince of Wales.

In her first trying years as Princess of Wales, Alexandra was aware of the obstacles of her deafness in her new orbit in which she was constantly on public exhibition. According to Miss Battiscomb's eminently readable and thoughtful biography, the princess's hearing handicap prevented her from becoming a full partner with her husband in the highly sophisticated world he delighted in. Moreover, her hearing deficiency stunted her intellectual growth and personal enrichment by cutting her off from nearly every activity she might have enjoyed had her hearing been normal.

As to be expected, Alexandra's disability worsened with each pregnancy—she had four children—and with each recurring illness she went through. Never too strong, she became more and more deaf after the birth of her third child and after a debilitating bout with rheumatic fever. In her misfortunes she received little sympathy from the Prince of Wales who was always too preoccupied with his jaded pleasures and mistresses to bother his head seriously over the Princess's personal welfare. At times he was callously indifferent to the point of shocking the hardened, blase courtiers. Ignored by his mother, the imperious Queen who disdained to invest him with the responsibilities that would have better prepared him for the kingship, the prince wearily sought to relieve the deadening boredom of his daily idleness in the arms of clever women among whose siren-like blandishments was the art of making him forget himself.

Alexandra, in unbending deference to the monarchy, tolerated her husband's double life and shut her eyes at his mistresses. As a matter of fact, she was grateful to a few of them for keeping her bored husband occupied. History, a harsh judge of personalities, puts the Prince down as one of the most notorious woman-

izers on record; his extra-marital exploits kept the gossip mills in Europe roaring non-stop for a number of years.

With her deafness both a social hindrance and a stumbling block to her marriage, Alexandra was at a serious disadvantage to hold the Prince's waning interest and faltering heart, too. Not only did he regard her hearing impairment as making her unsatisfactory company, but also found her not clever or imaginative—assets he much prized in the fair sex. Eventually the prince and Alexandra began spending less and less time in each other's sight. They gradually drifted apart, only to pose, where duty demanded, at special and ceremonial occasions. For appearance's sake they maintained the facade of a loveless, empty marriage, with Alexandra doing all the maintaining in quiet martyrdom. Her loyalty to the institution of marriage and her devotion—characterized as emotional and impulsive—to her children gained for her the compassion of the British people.

The inevitable outcome had Alexandra centering her interests in her two sons and two daughters and she took them with her frequently to sprawling Sandringham House in the country, one of the royal residences. Its more than 15,000 acres of land offered her a welcome refuge from London's dizzy social whirl in which she was more of a bystander than an active participant. And as a respite from the embarrassing moments she suffered due to her deafness. In the caressing solitude of the country, she could loosen up her pent-up tensions and pressures and lose herself among her beloved dogs and horses.

Alexandra's new personal crisis came when her philandering husband, at the age of 59, became the portly King Edward VII in 1901. As the Queen Consort she was expected to go through endless rounds of court functions, state dinners and colorful pageantry. In her new role she made use of the mannerisms she had cultivated over the years to hide her deaf-

ness and became quite adept as a monologist. In the midst of glittering pomp, she would talk endlessly herself as though to avoid the ordeal of two-way conversation. Whenever she caught a dinner guest chuckling at a joke she would be quick to laugh at the same time, making sure to wave her dainty hand as if to proclaim to the assembled throng that she had also heard the amusing story.

Such charades did not deceive those around her; they complained of the difficulty of speaking to the queen or making her hear. Not the least deceived was the king himself. Soon after ascending the throne, he curtailed—without regard to his wife's sensibilities—her public activities and refused to permit her to assume any important role on her own. What's more, he forbade her to attend official ceremonies without his watchful presence. To the queen's sadness, he ended her pleasant annual custom she had performed as Princess of Wales in presenting awards to Red Cross workers.

The queen was greatly upset over her demotion by the king. She withdrew as often as she could to Sandringham House. And, as time rushed by, she made a number of extended trips to her native Denmark or to the Mediterranean to Greece where her favorite brother reigned as king. The British courtiers could not stifle their astonished gasps when the queen began forming the practice of leaving King Edward pretty much to himself at prolonged intervals. To come out with the blunt truth, the king did not really pine for the queen's presence, having become, meanwhile, deeply attached to Mrs. Keppel, a society matron whose attractive points were a lively intelligence and discretion.

The Queen came to depend on two trusty and loyal servitors of many years' standing and considerably older than she. They had the boundless patience and understanding to serve and humor her. Then, too, she indicated a growing preference to have around her individuals with whom she was at ease and whose voices she was familiar with.

Tactful hints were broached to the queen that she should try using an ear trumpet. She would have none of it. She did not want the ugly, clumsy contraption to detract from her beauty which, at her age, still made her the handsomest woman of European royalty. However, she did become interested in lipreading after being advised that the young Duchess of Marlborough, also deaf, was learning to lipread and that she would be pleased to have Her Majesty join her in the lessons. But the queen, not known for sustained patience, made little headway, finding lipreading not easy to master. Soon she gave up and retired once again into her own tightening cocoon.

That the unfeeling king did his best to avoid exerting himself to speak to the very deaf queen during the few times they were together was illustrated at Buckingham Palace when he was recovering from an emergency appendicitis operation performed at the palace. During his convalescence, the queen frequent-

ly tiptoed into the king's bedroom to see how he was making out. Each time, at hearing her footsteps, he would close his eyes and pretend to be asleep.

Yet the ill-treatment she suffered at the hands of the king did not deter her from showing at least some consideration for him. This was tellingly demonstrated when the monarch lay dying. She happened to be abroad on one of her countless, long junkets when she got urgent word that the king was critically ill. She hurried back to London. After the royal physicians had abandoned all hope, she sent for the sovereign's current mistress, Mrs. Keppel, to come to the palace and bid him a tearful goodbye in private.

In her widowhood, Alexandra slipped into the limbo of Queen Dowager, passing much of her time with her dogs and horses, feeding seagulls and doing jigsaw puzzles. For companionship she leaned on her two old trusted friends and her spinster daughter, the frustrated Princess Victoria, who, half protestingly, catered to her mother's wishes and whims. Customarily the neurotic queen would summon her daughter by ringing her night table bell.

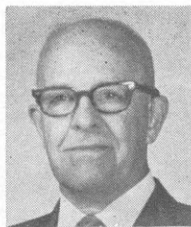
Sliding into old age—senile and her exquisite beauty forever gone—Alexandra struggled through her last years burdened with a double handicap—being stone deaf and “her speech badly impaired.” She succumbed to a sudden heart attack at the age of 81 on November 20, 1925, with no family member at her side.

While on the subject of deafness in British royalty, it is of special interest to note that a newspaper story last year reported that Prince Philip's mother and mother-in-law of Queen Elizabeth II, the late Princess Alice of Greece and Denmark, had been “deaf since birth.” She compensated by becoming “an accomplished lipreader who spoke English, French and German well.” The item appeared shortly before the princess died late in 1969.

Her deafness probably accounted for her sequestered existence and in embracing the nun's garb after the death of her husband, Prince Andrew of Greece, several years ago. Despite her nun's dress, she did not belong to any particular religious order. Virtually unknown to the general public, the tall, stately princess devoted her energies to helping the poor in Greece. For the last two years of her life she lived in seclusion in an apartment provided for her at Buckingham Palace.

* * *

Another new lavishly illustrated biography, “Charles Willson Peale,” by Charles Coleman Sellers (510 pp. New York: Charles Scribner's Sons, \$20), contains a smile-provoking reference to the famous artist's courting of a 54-year-old teacher of the deaf for a possible fourth wife. Peale, to introduce him, was one of the most prolific of the professional artists of early America. Never without his brushes and oils, he painted a number of portraits of George Washington during the general's lifetime and of all the presidents to James Monroe.



QUESTIONS AND OPINIONS

on

Parliamentary Procedure

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians

“Parliamentary law deals with propositions and principles, not with personalities. It has no place for favoritism of any kind. The personality of the members is merged into the unit of the organization.”—Paul.

Q. How is a special committee discharged?—Club.

A. After a special committee has given its final report, it ceases to exist automatically **without** a motion being made to discharge it. But if it is a **partial** report the committee stands unless discharged by a vote of the assembly.

Q. When the Chair is authorized to appoint a special committee, should he appoint, as chairman of the committee, the member who originally advanced the proposition which led to the establishment of the committee?

A. Only if the member is willing, and has the ability to do a good job. His interest and initiative are obvious, but he may not be able to give effective service as chairman, e.g., an experienced member may advance a splendid idea, but it may be best to have **young** members do most of the actual work.

Q. What should a member say when raising a point of order against a speaker for discourteous or insulting language?

A. He should rise and say, “Mr. President (or Mr. Chairman) I rise to a point of order.” He does **not** have to wait until

the speaker is through with his debate before he rises, but should do it **right away**. The speaker **must** stop and wait until the Chair orders him to continue speaking or rules him out of order as the case may be.

The Chair: “State your point.”

He: “The speaker is very rude and discourteous in the way he spoke, thus breaking the rules of decorum.”

The Chair: “Your point is well taken, thank you.” The Chair is then obliged to rule the speaker **out of order** and the speaker **must** return to his seat and the case against him is over unless an apology is quickly offered for his ill-manner. However, in minor cases, the Chair usually requires him to correct his offending language and apologize like a gentleman and then permits him to resume his speaking. Every member **must** remember that the assembly (parliamentary body) has **no** room for him in his ill-manner.

Q. Must the Chair wait for a member to move to adjourn when there is no “new business?”

A. No. He may, at his discretion, declare the next order of business—“Good of order.” And then he may declare the meeting adjourned, which declaration stands unless someone objects.

Q. May the president be a member of the nominating committee?

A. No.

Q. Should **every** member be notified of an adjourned meeting?

A. Certainly. Remember, the rights of members (absentees) **must** be respected and protected.

Q. The secretary sent notices to all club members of a **special** meeting for a special purpose. The membership is 125 with a quorum of 20. Suppose only a bare quorum of 20 members is present. May a matter be legally disposed of by a majority of the quorum?

A. Yes. The fact is the members know about the special meeting and are aware of what is to be considered and acted upon. If they should object to its consideration, they would, of course, be at the meeting to vote against it. However, the time and place should be convenient to as many members as possible.

Q. May the Chair put questions to vote at will when debate ceases?

A. Yes, unless objected to or previous question is called for.

Q. What is a call for the previous question?

A. It is a call for ordering the vote on the question under consideration.

Widowed for the third time and still spry as a kitten at the hoary age of 85, he became attracted to Miss Stansbury, the teacher, in 1826. He sought to ingratiate himself into her dubious affections by asking her to teach him her method of instructing deaf children.

In return, he happily informed her, he would give her lessons in the technique of making false teeth of porcelain. Half amused and considering the noted painter's advanced age, Miss Stansbury declined with thanks. As if to salve his wounded ego, she recommended the name of a lady friend to him as a possible object for his wooing. Nothing came out of the suggestion because the Grim Reaper soon had the artist joining his three wives.

Let us part friendly company with this quotation from Kingsley, English novelist:

“Except a living man there is nothing more wonderful than a book! a message to us from . . . human souls we never saw . . . And yet these arouse us, terrify us, teach us, comfort us, open their hearts to us as brothers.”

Deaf Magicians Amaze Their Audiences

By SIMON J. CARMEL and JOHN G. SCHROEDEL



Billy F. Barton of Missouri.

Some deaf persons are so good at the language of signs we can feel that they do "magic with their hands." There are at least 12 deaf North Americans who **really** do magic with their hands, for they are the "silent magicians."

Some of these deaf magicians are nationally known and all of them are celebrities in their immediate areas. Some are part-time professionals earning fees from entertaining audiences; others are amateurs performing without charge. Countless numbers of people have been thrilled and pleased at watching these 12 practitioners of the arts of magic. Here are their stories, compiled and written by the authors after a national survey.¹

Billy F. Barton has traveled in 46 states over the years giving performances. Presenting either gospel-style or regular magic shows, he appears before clubs of the deaf, at benefit parties, church socials and other gatherings.

It all began in 1943 when he saw a Catholic priest performing at a magic show. Fascinated, Billy asked the priest to teach him some tricks. With this start, Billy furthered his education in magic by reading library books on the subject and learning from friends. Despite the lack of encouragement from his parents, he learned all he could about his new hobby.

Born in Springfield, Missouri, Billy became deaf as the result of a serious illness. He attended the Missouri School for the Deaf at Fulton and by his last year there he was a skillful magician performing before numerous schools and social

groups. Until he was 12 and his interest in magic developed, he was filled with boyhood dreams of becoming a traveling wrestler.

Son Helps Father

Today Billy works as a cleaning presser. Happily married, he and his wife have two children, both with normal hearing. Billy, Jr., often assists at his father's magic shows.

Billy, Sr., is a member of the International Brotherhood of Magicians and the Missouri Association of the Deaf. A vanishing bird cage is the specialty in his hatful of tricks. Besides magic, art is his other hobby. Billy's favorite magician is Harry Blackstone, famous for his illusion tricks.

The Rev. Warren C. Blackwell, a native Virginian, became interested in magic several years ago to help obtain publicity for fund-raising programs. Born deaf in the village of Moormans River



Rev. Warren C. Blackwell of Virginia.

(now White Hall) near Charlottesville, he attended the Virginia School for the Deaf in Staunton and then Gallaudet College.

Learning the arts of magic from his friends and books, he has been performing mostly in the Commonwealth of Virginia, at the state school, banquets, clubs of the deaf and at the 1962 convention of the Virginia Association of the Deaf in Charlottesville. He volunteers to perform shows at the banquets of Ephphatha Village (home for aged deaf and home for unwanted deaf children).

He presently doubles in two busy jobs as a printer in Charlottesville, where he makes his home, and as a minister to the deaf in Roanoke, Winchester and Harrisonburg.

His specialties in magic are making a cake in a hat, changing fire into live birds and turning a piece of paper into a real

egg. Photography and coin collecting are his other hobbies.

When he was a boy, **Simon J. Carmel** fell in love with the mystifying art of magic after seeing shows by Harry Blackstone and other famous magicians. Intrigued, Simon hungered to learn more about this secret craft and has been at it for 25 years.

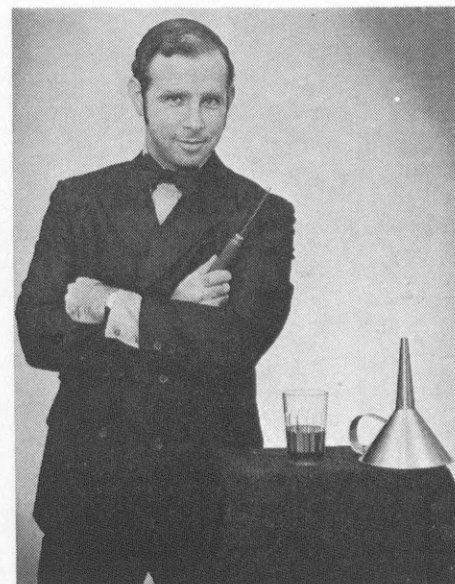
Born deaf in Baltimore, Maryland, he attended the William S. Baer Oral School and then regular high school. After his graduation from Gallaudet College with a degree in physics, he is now employed as an X-ray diffraction crystallographer doing precision measurements at the National Bureau of Standards near Washington, D.C.

As a youth, Simon learned magic from his father and relatives. He has read much of the literature in the field. By age 13 he was giving performances and competed with nearly 50 amateur magicians in a citywide contest to win the first prize, personally awarded by the late illusionist Harry Blackstone.

Since 1952 Carmel has appeared on television several times, won additional honors for his magic abilities, performed at benefits sponsored by civic groups for the handicapped, and at conventions, socials and clubs of the deaf. He has entertained without charge, for example, for the mentally ill deaf patients at New York's Rockland State Hospital, for crippled children at Georgetown University Hospital and for war veterans at Walter Reed Hospital in Washington, D.C.

A Skiing Magician

A bachelor, Simon is quite active in organizations of the deaf. Himself an expert skier, he was organizer and then coach and team manager of the U.S. Deaf Ski Team at the Sixth World Winter Games for the Deaf in West Germany



Simon J. Carmel of Maryland.

¹Simon J. Carmel undertook a national survey in mid-1967 sending out an inquiry entitled "Quest for Deaf Magicians" to almost all local and national magazines for the deaf as well as for hearing magicians in the United States. Results of the survey revealed that there are presently 15 deaf magicians in the United States; one in Canada; one deceased a few years ago; and one recently retired.

early in 1967. He is also founder of the United States Deaf Skiers Association.

"Acting is my relaxing avocation," he says. Simon was a member of the deaf cast in the 1969 award-winning "Dark of the Moon" drama show sponsored by Washington, D.C.'s Frederick C. Hughes Theatre. He was also in the cast of the Hughes fall production of "The Rainmaker" last October.

Now also chairman for magic competition in the National Association of the Deaf's Cultural Program, Simon plans to set up a national deaf magicians' tournament at the 1970 NAD convention in Minneapolis.

His other hobbies are movie photography, art, reading, foreign languages and traveling. A man of many interests, among his first loves is that of magic.

Denis Day, a 20-year-old Canadian deaf magician, has done innumerable shows on the West Coast from Canada to Mexico. He has appeared many times on both Canadian TV networks and has done shows with such Hollywood stars as David Heddisson (Voyage to the Bottom of the Sea), Gary Collins, Leonard Nimoy (Mr. Spock of Star Trek), the former Miss America Mary Ann Moberly and numerous others well known in the entertainment industry. He has done a number of live Variety Club Telethons beamed to an estimated audience of 18 million.

Denis began studying magic nine years ago and soon became a featured magician. His stage ability came to the attention of magicians in Vancouver and Victoria who invited him to perform in their shows. They in turn extended their help by teaching him their specialized knowledge.

At the age of 15, he was a junior ward of the Vancouver Magic Circle, under the sponsorship of two distinguished past presidents, the late Walter Griffiths and John Nielson, and went to his first convention of the Pacific Coast Association of Magicians. He was entered in the adult contests against 30 magicians and took the PCAM's highest award for his showmanship and sleight-of-hand ability.



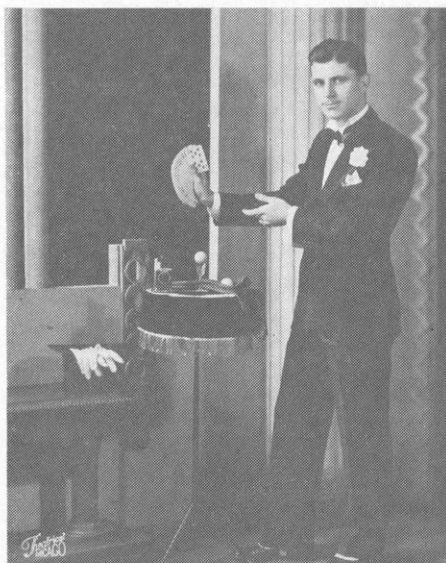
Denis Day of Canada.

Denis is primarily a sleight-of-hand artist but combines this with natural showmanship. He builds most of his own stage equipment and sets very high standards for himself.

Denis, born deaf in Vancouver, British Columbia, Canada, attended Jericho Hill School for the Deaf. He now is taking vocational school training to become a baker.

Magicians Inspired Him

He first became interested in the art of magic after seeing performances by several professional magicians. He is now a registered member of the International Brotherhood of Magicians, a member of the Vancouver Magic Circle and the Pacific Coast Association of Magicians. He knows and is known by many prominent magicians in the United States and England and has magician-friends in Honolulu and the Orient. His favorite magician is Dai Vernon, a top sleight-of-hand expert. His specialties in magic are sleight-of-hand tricks and producing doves.



Eugene S. Erpenbach of Illinois.

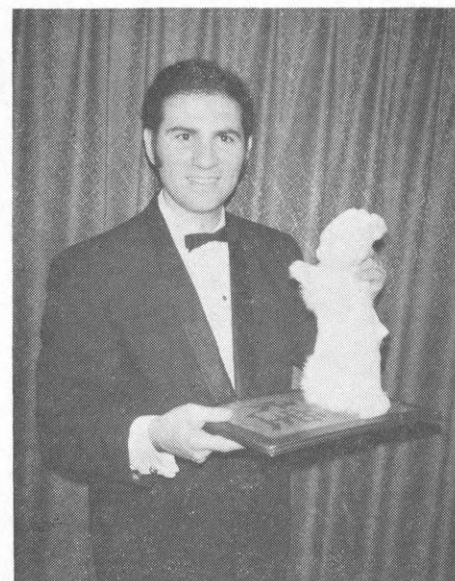
His other hobbies are skiing, swimming, bowling and driving his own dune buggy.

During his career as a magician for nearly 40 years, **Eugene S. Erpenbach** often used a silent act depending upon certain pantomime movements. He usually transformed a cane and straw hat into a table as his opening trick; produced several lighted cigarettes out of mid-air; changed a lighted cigarette to a silk; manipulated cards; performed with a dove and pan and made a rabbit vanish inside a box.

Born in St. Anthony, Idaho, he became deaf from scarlet fever at the age of two. He attended the Illinois School for the Deaf. Married, he is presently self-employed as a carver and engraver.

A Self-taught Magician

Eugene is quite a self-taught magician, learning magic secrets from library books and tricks bought from various magic shops. He became interested in magic when he visited Trinidad, an island in the West Indies near Venezuela, where he saw a Hindu conjurer performing some intriguing tricks.



Morton Feldman of Pennsylvania.

He was a member for 15 years of the Wizard Club of Chicago. He has given his magic acts at many clubs of the deaf in Chicago; LaPorte, Ind.; St. Augustine, Fla.; Milwaukee, Wis.; Asheville, N.C.; and Nashville, Tenn.

Eugene says that Cardinia of England is his favorite conjurer because he was an amazingly smooth performer and possessed unusual ability as a pantomime actor.

His hobby, besides magic, is carving.

Magic is fun for **Morton Feldman**, who mystifies his friends with tricks. A tailor of men's clothing in Philadelphia, Morton is a native of Wilmington, Delaware, and became deaf through an accident.

He began to practice the art of conjury and for 20 years has performed shows at many private parties, clubs for the deaf and social gatherings at synagogues. He has also shown his talents to veterans at the Naval Hospital. He is a former Junior Yogi Magic Club member and also a member of the International Brotherhood of Magicians. He belongs to both the Silent Athletic Club and the Hebrew Association of the Deaf in Philadelphia.

He is happily married to his deaf wife, who has frequently assisted his performances. His magic specialties are producing rabbits and other live animals and flowers. Morton has been inspired by Harry Blackstone and he considers the latter to be the best illusionist he has ever seen.

Besides magic, he spends his leisure time on bowling, ice skating and water skiing. He received his education at a private school in Wilmington and later at a vocational school.

Californians **Les and Juliet Hunt** of San Jose are unique evangelists of and living testimonies to the Gospel of Jesus Christ. When appearing before deaf groups, they minister in the language of signs, but before the hearing audiences they concentrate on their sleight-of-hand and pantomimic presentation of clever "Gospel Truthful Tricks."

Les, son of a real estate dealer, was stricken with double pneumonia following whooping cough before he was two years



Danny Johnson of Ohio.

of age. Juliet, daughter of a British naval physician and surgeon, lost her hearing at nine months of age as a result of a fall which injured her head and spine. Like Les, she was attracted to magic at an early age.

Les Sought Magicians

As a teenager in Los Angeles, Les always managed to get backstage where magicians appeared at the local theaters. They encouraged the deaf youth and taught him many sleight of hand tricks. When he was 15, Les gave his first magic show, using equipment he had made himself.

After graduating from Polytechnic High School, his first job was at a magic studio (1919-20), making the mysterious tricks and accessories used by famous conjurers. He learned a great deal about magic props and thoroughly enjoyed his work. But during the Great Depression the factory shut down. With a good business college education, Hunt went to work in the city tax office.

At that time many professionals were out of work and magic seemed a most uncertain business. Three years later, Les took a big gamble and decided to make his hobby his career. He went to Chicago and at the Century of Progress Exhibition he got a small part in the Spanish Village show.

Now a professional at last, Les performed in floor shows at nights, hotels and theaters throughout the United States, Canada and South America. Then he journeyed to Vancouver, Canada, where he first met Juliet. Later they married in 1938. Working as a successful team, they toured the 50 states and Canada for more than four years with the USO camp shows.

The Hunts love performing and audiences love their magicians who work so smoothly without uttering a word. "Handicap?" once said Les Hunt with a wry smile. "Far from it. Because people enjoy our act, we are happy, too. Being deaf is not a handicap when you are a magician."

First Juliet, then Les, was converted

to Christianity. In 1954 they began full-time missionary work with "The Sky Pilots of America," a Christian organization. They now devote all their time to the Gospel Magic messages. Although they are now in full-time gospel work among the deaf and the hearing, they have no sponsorship. They serve strictly on a faith basis.

They present the gospel message through a unique form of sleight of hand or pantomimic routines, with the pastor or moderator reading the scripts. They do not believe in magic and are careful to explain that they use "tricks" only as object lessons.

Showing his skills at magic to various audiences has kept **Danny Johnson** on the road through 25 states for 20 years.

Born deaf in Newark, Ohio, he took up magic when he was 17. Danny's only hobby is magic. He learned sleight-of-hand tricks from his friends at magicians' conventions and from reading magazines and books on the subject.

He Performs for Charities

He has performed at private clubs in many cities in Ohio and has volunteered to give shows for the School Assembly Service, the Cancer Society, Big Brothers Association and at veterans' hospitals.

Married to a hard of hearing girl, Johnson has two boys, one deaf and the other with almost normal hearing. Danny supports his family by operating his own Dairy Queen business during the summer and then gives magic performances on a fee basis to various groups during the winter.

He attended the Ohio School for the Deaf in Columbus and then went to Newark High School and Otterbein College, both in his home state. At the later he majored in business administration.

A member of the International Brotherhood of Magicians, his specialties are sleight-of-hand tricks and working with cards, silks and candles. The late Harry Blackstone is his favorite magician.

Magic has brought international fame to **Gary G. Lensbower** who became interested in the art of magic when he was

eight, after he learned the magician's creed that "the hand is quicker than the eye." He picked up some pocket tricks and studied the secrets of magic from many books and his friends and family. Then, since 1957 he began to give shows at clubs, churches, banquets and before civic organizations.

In October 1968, he gave 13 performances during three weeks in England, Sweden and Finland. One of the highlights of this trip was his show at the London Magic Circle, which he calls "the greatest 'magical society in the world.'" Also, in London he performed at the Bushey Primary School and the Guildford Club for the Deaf. In Sweden he gave performances at the Bridge Club party for the Deaf in Uddevalla, the school for the deaf in Vanersborg and the Surds Athletic Club for the Deaf in Gothenburg. In Finland he demonstrated his skills in various clubs and schools in five different towns, with up to 350 people in each place per night in the audiences enjoying his magic shows.

Also Stars in Sports

Born totally deaf in Chambersburg, Pennsylvania, Gary attended the Mt. Airy School for the Deaf in Philadelphia. As an athlete, he served as co-captain of the school football team and manager of the basketball team. He received the annual award of the Silent Athletic Club for outstanding sportsmanship. In 1961, Gary was named a team manager of the USA basketball team which participated in the IX International Games for the Deaf in Helsinki, Finland.

In addition to his skill in the art of magic, Gary is also adept at constructing artistic effects and props for his professional performances. He is an associate of the International Brotherhood of Magicians and also of London's Magic Circle. Besides magic, his hobbies are drawing, painting, coin and stamp collecting, wood-working and movie photography.

His specialty is the famous escape canvased trunk trick and the floating lady on sharp swords. George McDonald Birch is his favorite magician because he im-



Gary G. Lensbower of Washington, D.C.



Dr. James C. Marsters of California.

pressed him with his vanishing act with the \$1,000 pony.

Gary is working as a computer operator for the Department of Defense in Washington, D.C. When he is not busy with that, he accepts engagements as an entertainer. Audiences continue to be pleased with his shows.

Learning that the art of magic was his best way of meeting people, **James C. Marsters** was stimulated to improve his talents.

During the 23 years that he performed, he has given shows at various night clubs in upstate New York and for fraternal organizations. At the General Electric television studios in Schenectady, N.Y., he used magic acts to help develop some of the earliest TV commercials. James has also given volunteer shows at hospitals for veterans, before aged people and at benefit parties.

He acquired knowledge of magic secrets from friends, books, magazines and professional magicians. He also did quite a bit of hypnosis, which is a field of itself and very different from magic.

He developed the apparatus for his shows which include such specialities as linking rings, producing rabbits, hypnotizing in a small room, and card flourishes and manipulations.

He is a former member of the Society of American Magicians. Besides his magic practice, he spends his leisure time on flying, photography and helping children.

Works as an Orthodontist

Born in Norwich, N.Y., James lost his hearing at the age of three months and went to the Wright Oral School and then to Union College, Columbia University and New York University for his further dental studies. He is married and presently working as an orthodontist at his office in Pasadena, California.

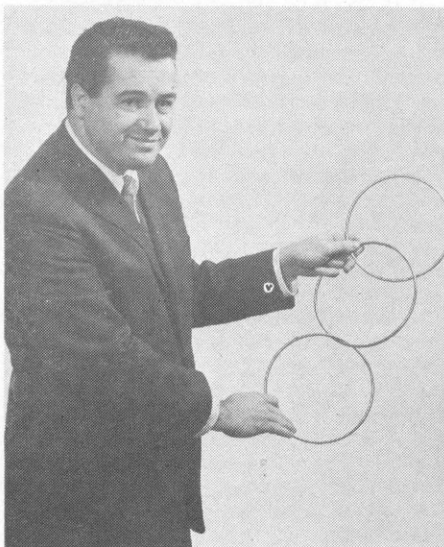
"My greatest performing experience was with the Boy Scouts of America during the World Jamboree at Moisson, France, in 1947. I was called upon by my scoutmaster to do a magic performance for the top scoutmasters from various nations.

"Speaking of stage fright, I had complete paralysis of all senses. But, upon entering the place for the performance, I realized my pantomime would overcome the language barrier among the multilingual audience. Then I became relaxed and went through with a few silk handkerchief manipulations, the sponge trick, the flower trick, cards and the linking rings. Afterwards, the applause was not just polite, but was quite enthusiastic. It was a great thrill one, not to be forgotten," says **William F. Miller**.

Born in Middletown, N.Y., he became deaf at the age of three when he had a mastoid infection in his ears after a scarlet fever illness. He attended the Wright Oral School for the Deaf in New York City and later went to Ithaca College in New York. He is married and presently working at IBM as a senior computer operator. His other hobbies are stamp collecting and woodworking.

A Friend Taught Him Tricks

A long time ago a friend showed William some tricks which intrigued him. He



William F. Miller, Jr., of New York.

started to learn magic from library books as well as from his magician-friends. He has been a magician for seven years, performing at the Kiwanis Club and church social gatherings in Monticello, N.Y., and at the Boy Scouts' World Jamborees in France and Mexico.

His specialities in magic are silk handkerchief tricks, card tricks, linking rings and small paraphernalia. He admires Cardini, the famous card expert, as his favorite conjurer because of his great smoothness and showmanship.

Miller says his magic has been of much benefit to him because it gives him self-confidence and more self-respect in helping to overcome his handicap of deafness.

Edwin J. Ubowski, Jr., is perhaps the youngest of all deaf magicians in this country at the present time. Young Edwin specializes in fire magic with such tricks as fire-eating, silk appearing and vanishing acts and manipulation of cigarettes.

Now attending the Illinois School for the Deaf, Edwin, born deaf in Joliet, Illinois, has practiced magic for about 10 years. He learned the art of magic secrets

from library books and with help of a Eugene Erpenbach, also a deaf magician.

He usually performs his conjuring acts at the local American Veterans club during Christmas and at his school. He reported that he planned his first big magic show, called "Festival of Magic," in his school auditorium in February, at a program sponsored by the Illinois chapter of the Junior National Association of the Deaf.

Edwin is president of the Jr. NAD chapter at his school and plans to enroll at Gallaudet College next autumn. His other hobbies are flying model rockets and planes and drawing. He admires Howard Thurston and Harry Blackstone.

The deaf magicians in this story were asked what magic meant to them in life. Most all of them replied in one way or another that magic has helped them meet new friends, both deaf and hearing, gain confidence when appearing before groups of people, to become good at showmanship or to increase their income. Their satisfaction comes from watching the facial expressions of those in the audience fooled by tricks.

How To Start With Magic

Anyone can learn magic. How? The first step is to go to a public library and find some magic books which are found on the "Hobbies" shelves.

If one wishes to purchase several sleight-of-hand tricks, turn to the Yellow Pages of the telephone directory, under "Magicians" or "Magicians—Equipment and Supplies." Consult the list of some magic shops that may be located in your home town. Visit them at your leisure.

If there is no magic store in your vicinity, you can write for a magic catalog listing various tricks and their respective prices, from the following addresses: Louis Tannen's Magic Studio, Inc., 120 West 42nd Street, New York, N.Y. 10036; Abbott Magic Company, Colon, Mich. 49040; or Douglas Magicland, Dept. 12, Dallas, Texas 75221.

More catalogs from other magic stores can be obtained by reference to "Magic Tricks, Puzzles, Etc." in the classified advertisements in **Popular Mechanics** and **Popular Science** magazines.



Edwin J. Ubowski, Jr., of Illinois.

Legal Rights Symposium Attracts 250 Participants

By MERVIN D. GARRETSON

The Circuit Court of Cook County, Chicago, Illinois, late Thursday afternoon, February 26, 1970, was the scene of a \$7,000 lawsuit for medical injuries and automobile damages inflicted upon an attractive deaf woman. A total of nine interpreters attempted to ensure a fair trial before a jury composed of half hearing and half deaf jurors.

Actually a mock trial staged by Attorney Ivan Lawrence of Sherman Oaks, California, for participants at the Third Annual Forum of the Council of Organizations Serving the Deaf, this vivid and realistic courtroom experience emerged as one of the highlights of the Chicago symposium.

Presiding over the court was Judge Clarence Roloff of Montivedo, Minnesota, father of a deaf daughter with 23 years of experience on the bench. Driver of the damaged 1960 Volkswagen and plaintiff, Miss Silent, was Carol Dorsey of Silver Spring, Maryland, COSD secretary-bookkeeper. John Shipman, principal of the Virginia School for the Deaf, Staunton, enacted the role of the defendant, Mr. Noisy, whose 1969 Cadillac with its half-empty bottle of whiskey struck Miss Silent's Volkswagen. Attorney Thomas W. Henderson of Pittsburgh represented the plaintiff, while a hard of hearing attorney, Lowell J. Myers of Chicago, author of *The Law and the Deaf*, defended Mr. Noisy.

Throughout the three action-packed days the question of legal rights of the deaf underwent extensive scrutiny and discussion among the early 250 representatives of national organizations working with the deaf and participants from the fields of rehabilitation, education, religion, government, psychology, the legal field, adult deaf leadership and related disciplines. Following keynote presentations on selected topics at each general session, the group broke up into eight discussion units with a different assignment of people each time. A 45-minute question-and-answer session was held with the speaker after each discussion period.

Edward C. Carney, president of the Council, and Dr. Thomas A. Mayes, Forum chairman, presided at opening ceremonies Wednesday, with officials of the four sponsoring organizations chairing subsequent general sessions. The National Association

of the Deaf was represented by its president Robert O. Lankenau; President Frank B. Sullivan of the National Fraternal Society of the Deaf initiated activities at the second general session; chairing the third session was Robert R. Lauretsen, president of the Professional Rehabilitation Workers With the Adult Deaf, and Wisconsin School for the Deaf Superintendent Kenneth Huff served as pinchhitter for Ralph Neesam, president of the Registry of Interpreters for the Deaf.

In his keynote address, Glenn R. Winters, executive director, American Judicature Society, noted "Historians of the future will tell the story of the survival or fall of America in terms not of our treatment of those who were conquered by our armies, but of the consideration shown by those who wield power in America under constitutional authority for the rights of the minorities who live among them and under their rule." Attorney Winters presented a wide ranging paper about the constitutional rights of all people in general, which was narrowed down to deaf persons in particular by Victor H. Galloway, director of diploma programs, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, New York.

Galloway as a deaf consumer observed that "legal rights of deaf persons are more or less a function of communication either as it pertains to the mechanical processes or as it relates to the congruence of relative cultures of the principals involved." He discussed courtroom procedural problems, use of third parties such as interpreters, the question of technical interpreting (the verbatim requirement), political dynamics, the question of confidentiality and a number of specific problem areas within the legal rights framework.

Questions about social services and social agencies in relation to deaf people were raised by Dr. Jerome D. Schein, dean of the School of Education, University of Cincinnati. Although nearly 15% of our gross national product is expended on social welfare, Dr. Schein questioned whether deaf people were receiving proportionate benefits, if it were possible to estimate their annual income tax contribution to the Federal treasury. The speaker emphasized the need for more data on the extent to which deaf persons make use of available social services, and that leadership for improving social services for the deaf must come from deaf persons themselves.

Alan B. Crammatte, professor of business administration at Gallaudet College, discussed insurance problems of deaf people, chiefly life, sickness and accident and automobile liability and collision insurance. Briefly reviewing the early difficulties in acquiring insurance protection,

Crammatte presented figures on the emergence and growth of the National Fraternal Society of the Deaf, which underwrites insurance for deaf men and women. Although the insurance picture on the whole has brightened considerably, there remains trouble spots, particularly with automobile insurance. Such studies as the **Deaf Community Study** under the direction of Dr. Schein are providing helpful and needed statistics. The speaker recommended better and more extensive publicity on insurance matters, increased driver education programs and more consumer-education programs, among other items.

Attorney John H. Shepherd of Detroit, Michigan, examined a number of problems faced by most deaf clients—the communication difficulty, particularly when interpreting is inadequate; frequent misunderstanding by the deaf client about the role of the lawyers; explaining matters to the undereducated deaf person; questions on contracts, consumer credit, bankruptcy, real estate transactions, wills and estates, divorces and injuries and accidents. Speaking chiefly from a civil law base, Shepherd indicated that while everyone is presumed equal before the law, it is vital that schools for the deaf improve their educational programs if understanding of legal rights is to be achieved by the ordinary deaf citizen.

Participants were feted at a reception sponsored by the four national organizations and Attorney Joseph W. Grant of Chicago to begin opening night activities, with an exciting and innovative rock gospel by Rev. Rudolph Gawlik, Rev. Dan Pokorny and their teenage band.

Attorney Grant spoke to some 100 individuals attending the special Gold Emblem Club luncheon Friday noon on a survey of selected recent Federal and state legislation affecting the deaf citizen. The speaker prefaced his talk by commenting "Perhaps it is to the credit of the deaf citizens of our state and country that so little special legislation has been needed with regard to aiding them toward becoming effective and productive members of our society; however, conversely, it may be a discredit to our state and nation that more laws have not been passed, both with regard to aiding the deaf in adapting to today's computerized, fast-paced society, and with regard to improving the understanding of the general public to the particular problems of its deaf citizens."

Proceedings of the Third Annual Forum, which will include all presented papers and summaries of group discussions, will be available as soon as funds can be procured for publication. Editor of the book is Robert Meyers, director of publications, National Safety Council, Chicago.

SUBSCRIPTION COMPLAINTS

Complaints regarding subscriptions to **THE DEAF AMERICAN** should be sent to Robert F. Lindsey, Circulation Manager, **THE DEAF AMERICAN**, P. O. Box 1127, Washington, D. C. 20013. Remittances for subscriptions should be sent to **THE DEAF AMERICAN**, National Association of the Deaf, 905 Bonifant Street, Silver Spring, Md. 20910.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

(This month I am using this column to reprint a letter written by a parent of a preschool deaf child. This letter was originally printed in *The Communicator*, newsletter of the Indiana School for the Deaf's Parent-Teacher-Counselor Organization in March 1970.)

AN OPEN LETTER TO THE JOHN TRACY CLINIC OF CALIFORNIA:

It has been over a year since I corresponded with you. My last letter was written in November 1968. Sandy had just entered the Indiana School for the Deaf. As ever, you were very faithful in writing and honest in your advice. Thank you!

At that time, I was very concerned over Sandy's "picking up" some sign language. Your course had led us to believe that if children used signs they would not learn to talk. You can perhaps tell my views have greatly changed in the last year!

I am still greatly concerned over Sandy's education, not because of the school she is attending, but because I see more clearly the great educational handicap that deafness imposes on one who is deaf, particularly one who has been deaf from birth.

The more I see of the Indiana School for the Deaf's educational program, the more I respect it. Sandy is doing very well and I am pleased with her progress. But ISD is the first to admit concern over the education of their deaf pupils. Their reading skills are far below that which they desire and the educational achievements of the pupils are not as satisfactory as they would like. But when I stop to think of the great confusion on HOW to educate our deaf children, it sometimes seems like a miracle that they achieve the degree of success they do. One realizes that when MOST children enter school at the age of four, for all practical purposes, they lack any vocabulary at all. Of course there are exceptions.

I now, most definitely, see a need for signs and fingerspelling. I feel that they should be improved upon and I understand that there are persons in the field trying to develop better methods of signing. (Developing of past tense of verbs, etc.) Lipreading is a great tool and a skill certainly worth pursuing, but in a group I feel it is quite unsatisfactory. Lipreading, as your course seems to indicate, is not a skill that most deaf persons can develop to a point that they do not need the help of signing.

I think that the John Tracy Clinic is doing worthwhile work, and for the oral deaf children, who are in the minority, it does an excellent job, but I think that it turns parents against sign language. In fact, many parents have such a fear of signing and fingerspelling, as a result of your course, that they never learn to communicate with their deaf child, who has never been able to master speech and

lipreading. So, alas, there is no communication, except on a very limited scale.

I realize that certain private deaf schools who use the oral approach only, have a higher degree of success in oral communication with their students than state schools. But, I personally feel, that since it is a private institution they are able to select the deaf children who are able to learn the oral route and this is rightly so. Also, most parents who can afford a private school can also afford private tutoring, this many parents cannot afford. So, I am speaking of the **average** deaf child, whose speech success is very limited, but who is forced to learn the oral approach. What a shame! The blind are not asked to see with their ears; why are the deaf asked to hear with their eyes? Certainly both should use every sense available to learn as much as they can, so why should not the deaf be taught by oral and manual approaches? Of course, there are many schools who do use this approach, but many parents are afraid to learn the sign language and to use it with their child, even though the children are using it at school and with their friends. I feel the parents are missing the opportunity to know and help their children by ignoring this means of communication.

I want Sandy to learn to sign and fingerspell. I may not use it now with Sandy, because she is a deaf child that **can** learn by the oral approach, and I will continue with this method because it suits her needs. She has more hearing than most deaf children and is able to use a hearing aid very well. That, along with her being a talented lipreader, enables her to communicate with us. But she will need to learn to use and read the sign language because as she grows older, she will need to use this method for her friends and undoubtedly when she is an adult, most of her friends will be deaf. She will probably attend a church with services for the deaf and will need the help of signs when she is in group meetings. I can think of nothing sadder than NOT allowing her to learn the sign language plus speech. I see many parents who do not allow their children to sign in their presence, some are not even allowed to learn it. What are these children going to do when they leave their parents' care? What friends are they going to have? For, as good as it sounds, most hearing people do not choose the company of the deaf. These parents love their children, but they have been turned against the use of sign language and fingerspelling.

I am enclosing an article that appeared in our *Communicator*, a paper that is sent to all parents with children at ISD. It was written by Ben Hoffmeyer, superintendent of the North Carolina School for the Deaf. I think it is one of the best articles I have read. Its title is, "A Diagnosis of the Education of the Deaf."



DEAN ELIZABETH BENSON TO RETIRE—After 44 years as a member of the Gallaudet College faculty, Dean Elizabeth Benson will retire on July 1, 1970. She began her career on Kendall Green in 1926 and has been dean of women since 1950. Dr. Benson, who was the subject of *THE DEAF AMERICAN*'s October 1969 cover, plans to tour Europe with her sister, Mary Alice Benson, a member of the Maryland School for the Deaf faculty, this summer and will attend the International Congress on the Education of the Deaf in Stockholm, Sweden.

PRWAD To Convene In Rochester

The third convention of the Professional Rehabilitation Workers with the Adult Deaf will be held in Rochester, N.Y., October 11-14, 1970. The convention program will provide for meetings of special interest groups within PRWAD to include adult and continuing education, audiology and speech pathology, counseling, multiply handicapped, psychology, religion and social work.

One full day of the convention will be devoted to the National Technical Institute for the Deaf at the Rochester Institute of Technology. Tours of the RIT facilities will be conducted.

I felt for some time that I would like to write and tell the Tracy Clinic of my views. I feel that the strong feelings against manual communication your course for preschool deaf children teaches is wrong. Parents get so confused. They hear conflicting reports from every side. Let's recognize that all deaf children are not best taught by this method or that method exclusively. They are different, with different talents, etc., and they should not all be forced to learn by the same channel.

Thank you for your past interest. I know that the Tracy Clinic wants what is best for the deaf, but there is such confusion as to WHAT is the best for the education of the deaf. **If forces could only work together to develop the BEST approach to teaching all of the deaf children, not a MINORITY, it might be surprising what the MAJORITY of deaf students could accomplish.** Why not tailor the approach to the student, rather than the student to the approach?

Sincerely yours,
Carol Wood

An Overview Of The Bureau Of Education For The Handicapped And Its Programs For Deaf Americans

Prepared by:

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MALCOLM J. NORWOOD
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Division of Training Programs

The Bureau of Education for the Handicapped in the United States Office of Education has been in existence for three years. Within this brief period of time it has had a significant impact upon the lives of many children and adults with all kinds of handicapping conditions. This brief report is written to acquaint more fully readers of THE DEAF AMERICAN with the operations and the role of the Bureau in serving deaf persons all over the United States.

Prior to 1967, there were several separate pieces of legislation that related to the education of handicapped children and youth. These included Captioned Films for the Deaf, support for teacher training, research programs and a variety of service programs. The potential effectiveness of these programs was not being realized because they were scattered throughout various agencies within the Office of Education. Communication and coordination among the programs was minimal, and each individual program had to struggle along for funding and support.

In response to pleas for consolidation expressed by professional and lay groups, the Bureau of Education for the Handicapped was formed by law (Public Law 89-750) in January 1967 as a new agency within the Office of Education. Within this Bureau, three Divisions were created: the Division of Educational Services, the Division of Training Programs and the Division of Research. Each serves a specific purpose, and each works closely with the others to coordinate programs, to provide mutual support and to exchange ideas and information.

Many changes have taken place in the Bureau since 1967. The total staff has increased in size to nearly one hundred, including approximately fifty persons at the professional level. The entire Bureau is now housed together in one location, facilitating interaction and coordination of its activities. Funding of the Bureau's programs has increased to approximately \$85 million for Fiscal Year 1970. Most important, the bringing together of many programs into one Bureau has resulted in new programs and the expansion of previous programs serving the handicapped. For example, Captioned Films for the Deaf, originally concerned exclusively with entertainment films, has been broadened by adding educational films for all types of handicapped persons. Sup-

port of training programs, originally established for the training of leadership personnel in mental retardation, has been expanded to include all levels of training, undergraduate through graduate, for personnel who work with all types of handicapping conditions. Changes such as these have resulted from new laws and amendments to previous legislation. The intent of these changes is to retain services to the original populations while expanding services to other populations. New groups have been served only when Congress has appropriated additional monies.

Programs within the Bureau generally serve children with handicapping conditions of all kinds: mental retardation, severe emotional disturbance, crippled and other health impairments, learning disabilities, speech problems, visual handicaps and hearing handicaps. Most of these programs have implications for deaf individuals, and it is this aspect of the program that will be discussed at this point.

The Captioned Films program, within the Division of Educational Services, has greatly broadened its scope of operations during the past few years. Its educational program, together with the four Regional Media Centers for the Deaf and demonstration programs, has improved the learning environment for deaf children by providing overhead projectors, filmstrip projectors, captioned and specially developed films, filmstrips and other educational materials to hundreds of classes and schools for the deaf all across the country. Each year many workshops and institutes for teachers of the deaf are conducted to help them improve their teaching skills and their use of instructional materials and media. Captioned Films annually expends more than \$3 million on films and media for the deaf population. Approximately \$600,000 of this amount is devoted to feature films, and each year some 40 to 50 of these films are captioned and made available to the deaf public. Contacts have been made to explore the possibility of showing captioned films on network television. As yet there has been no major breakthrough, but an experiment is currently being tried on a Metromedia network to determine general audience reactions to films with captions. Network officials are understandably cautious about this, since advertising revenue may run as high as \$2 million per film. If it can be demonstrated that the addition of captions does

not result in the loss of hearing viewers, it is possible that networks will respond favorably to the showing of captioned films. Results of this experiment will be reported in the near future.

There are other programs within the Division of Educational Services which directly benefit the deaf. Under funds provided by Title I of the Elementary and Secondary Education Act (Public Law 89-313), some 18,000 deaf children at state schools were served at a rate of \$250 per child or a total of \$4.5 million for Fiscal Year 1968. Since each state education agency determines the use of funds, these monies were put to use in a variety of ways. Examples of Title I programs include: partial support for staff at the Illinois School for the Deaf multiply handicapped unit; inservice teacher training for the Maryland School for the Deaf through the staff at Western Maryland College; support for instructional media staff at the California School for the Deaf, Riverside; and a closed circuit television system for both classrooms and dormitories at the Kansas School for the Deaf. These are only a few of the many projects supported by the Title I program.

Title VI-A, ESEA, also a state plan program, is designed to serve day programs for the handicapped. In Fiscal Year 1968, approximately \$1.2 million was expended under this program to provide services to over 4,000 deaf and hard of hearing children. Preliminary data for Fiscal Year 1969 indicate that \$2.3 million was expended on 6,600 deaf and hard of hearing children in this program. Experience has shown that a minimum of \$250 to \$300 per child must be expended to give a project the scope necessary to conduct a quality program. If the approximately 20,000 deaf children in day programs were to be adequately served by Title VI-A, at least \$5 million would be needed for the deaf and hard of hearing alone. Examples of Title VI-A programs include:

Iowa—Des Moines Independent School District was awarded \$7,600 to set up model home facilities in the Snouce Opportunity School. Families with preschool hearing handicapped children will come to the model homes and staff will work with them at the model homes to teach them techniques of living with and helping their hearing impaired children.

California—Oakland Unified School District is operating a project with a special approach for multiply handicapped rubella children involving fingerspelling, manual and oral methods of communication. Aides, teachers and parents are included in the preservice and inservice training components of the projects. Inyo County purchased a mobile unit to provide service to deaf, hard of hearing and speech impaired children. The county mobile unit will support an intensive inservice training program for parents, teachers and aides de-

signed to develop greater coordination between home and school.

Marin County has a cooperative preschool program for hearing impaired children merging the services of the speech and hearing center and special education program for physically handicapped children operated by Marin County Schools. This is the final year of Title VI-A funding. Parent counseling is one component of the project.

Alhambra City has an extension of a project started in January 1969. A linguistically based curriculum is being developed for treating language problems of deaf and hard of hearing pupils. Over 100 preschool pupils are participating. A booklet to be used by teachers of deaf and hard of hearing children in California will be developed. Inservice training and parent education activities are components of the project.

San Bernardino County designed a project to extend and improve remedial speech and hearing services to preschool and school age children. A mobile diagnostic and resource center will be equipped to provide a multiple of services. A professional lending library of equipment, materials and resources will be available for use throughout the county.

Florida—Polk County received \$11,453 for a preschool program for the deaf. The project is continued from FY 1969.

New Jersey—Franklin Township received \$12,770 to provide a resource room program for children with auditory and communication disorders.

Corbin City received \$45,000 to continue a program that provides group and individual learning experiences for hearing handicapped children. The program includes 36 multiply handicapped children with deafness or hard of hearing as one of their handicaps.

Millburn District received \$20,000 to continue balanced transitional programming for children with auditory handicaps for 64 multiply handicapped deaf and hard of hearing children.

The Title III, ESEA, program for the handicapped was not assigned to the Bureau until Fiscal Year 1969. Prior to this time, professional staff members of the Bureau assisted in evaluating proposals dealing with handicapped children. Two projects funded under Title III are the Mott Foundation program for the training of preschool teachers, under the directorship of Dr. Thomas Mayes, and the Northampton, Massachusetts, City Schools program, which utilized closed circuit TV for speech and language development—a project which included deaf children from the Clarke School for the Deaf.

A new service program available for the first time in Fiscal Year 1970 should also be mentioned. Under the amendments to the Vocational Education Act of 1968, 10% of the monies must go to the handicapped. It is assumed that \$3 to \$4 million of this money will be expended for vocational education programs for the deaf during FY 1970.



DEAF FEDERAL WORKER RECEIVES AWARD—Alice Boxer, of Hawthorne, Calif., an employee of the Defense Supply Agency, Defense Department, recently received the Quality Step Increase, the highly prized QSI award usually reserved for executives of the department. Mrs. Boxer, who has worked for the agency for 10 years, was recognized for her exceptional work as a voucher examiner, processing sometimes 40 vouchers a day when the required amount is only twenty-eight. Mrs. Boxer passed every Civil Service test when she applied for Federal work but was always turned down because her deafness prevented use of the telephone. Finally, to use Alice's own words, "when they could no longer shut the door in my face" she vowed to make an extra effort to prove that the deaf are good workers. The QSI award is recognition of Mrs. Boxer's efforts and an honor she never sought but deeply deserves. Alice Boxer is an active member of Temple Beth Solomon of the Deaf and has also received honors and awards from its Sisterhood for her outstanding work for the temple and Sisterhood. In the picture above R. H. Thompson, Region Deputy, presents the award and congratulates Mrs. Boxer as Elvin Johnson stands by to extend congratulations.

The Bureau's Division of Research has funded 26 projects related to education of the deaf at a total cost of approximately \$1.8 million. Among these are: a program to facilitate language acquisition of very young deaf children through intensive at-home training of their parents; a program for the early identification of deafness; an extensive program involving the filming of American and European educational programs for the deaf so that the best teaching procedures can be demonstrated to teachers and teacher trainees; and a project to develop instructional sign language for use in the classroom.

The Division of Training Programs provides financial support for institutions which conduct teacher and leadership training programs at the undergraduate and graduate level, and for summer sessions and study institutes for teachers. It also provides stipends for students and teachers who participate in these programs. Since 1961, when the funding of training in the area of the deaf began, over 25 new teacher training programs have been established and the number of new teachers graduated has increased from approximately 150 to nearly 700 annually. In Fiscal Year 1969, this division spent nearly \$3 million to support 50 college and university training programs, including the graduate program at Gallaudet College, and to provide scholarships and fellowships to over 500 full-time students in these programs.

It is estimated that in Fiscal Year 1968 the total Bureau expenditure for programs benefiting deaf children and adults was in excess of \$15 million. A relatively small number of persons in the Bureau

are responsible for administering and working in these programs, among them three deaf persons and a registered interpreter for the deaf; however, the decisions on which programs are funded are part of a complicated process of review and evaluation which involves scores of different people who are interested in education of the deaf—teachers, teacher trainers, researchers, administrators, deaf adults, parents of deaf children and experts from related areas and technical fields. The advice of these persons is sought and processed by Bureau personnel, who then refer recommendations to the Associate Commissioner and the Commissioner of Education for final decisions and authorization for the expenditure of funds.

The major goal of the Bureau of Education for the Handicapped is to assist in bringing about quality education for all handicapped children in the United States. To accomplish this, the Bureau cooperates with other government agencies, public and private agencies, state and local governments, schools for the handicapped, colleges and universities and professional and lay groups. The advice and recommendations offered by this diversity of groups represents many different points of view, ideologies and methodologies. This is true for every area in education of the handicapped. It is the policy of the Bureau to remain open to all reasonable points of view and to remain uncommitted to any particular methodologies or special interest groups. Perhaps one major criterion applies to all programs and projects eligible for funding. This criterion is that these programs have proven or show promise of proving effective in improving the excellence of education for handicapped children.

Opened in 1823 . . .

The Kentucky School—The First State-Supported School

By JAMES B. BEAUCHAMP

The Kentucky School for the Deaf was the fourth school for the deaf to be established in the United States, but it was the first school to offer education to the deaf at the expense of the state in our country and, most likely, in the entire world.

The love for a deaf daughter by a member of the state senate resulted in the passage of a bill creating the school. General Elias Barbee was a Virginian whose family had migrated to Kentucky in 1788 and finally settled in Green County. It was from this district that he was elected to the House of Representatives in 1809 and to the Senate in 1821.

A favorite daughter, Lucy Barbee, had become deaf in early childhood. When General Barbee learned of the establishment of schools on the eastern seaboard, and that there were several other deaf children living in his district, he was determined to introduce a bill to establish a deaf school in Kentucky.

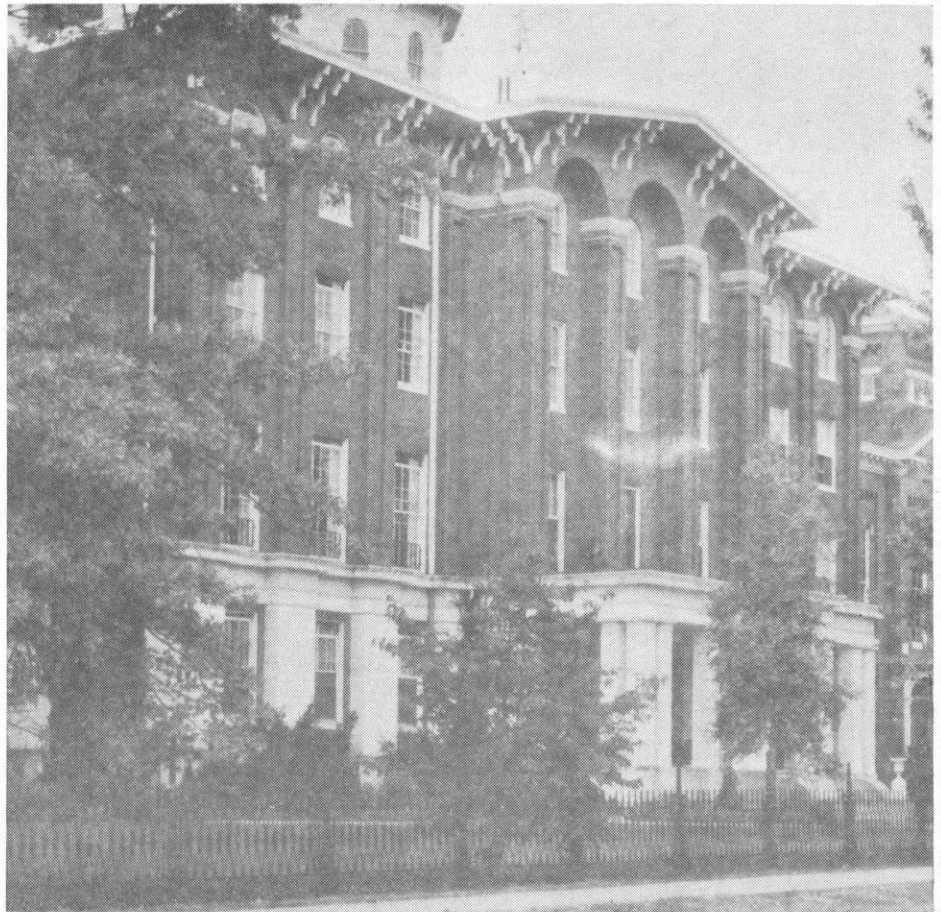
The bill was drawn by Judge John Rowan of Bardstown whose home, "Federal Hill," is now the shrine known as "My Old Kentucky Home." The bill, introduced into the Senate on October 26, 1822, was acted upon and sent to the House of Representatives where it was favorably received and voted upon. It was signed and became a law on December 7, 1822.

The act incorporating the school placed it under the direction of the Board of Trustees of Centre College in Danville. The board lost no time in securing a two-story frame building on the southwest corner of Main and Fourth Streets and of the services of the Rev. John R. Kerr and his wife as superintendent and matron.

On April 10, 1823, the school opened its doors to receive its first three pupils: Lucy Barbee, Jobez Gaddie and Eveline Sherrill, all of Green County. In May, two more arrived and by November 17 pupils had been enrolled. Of these, nine were paying pupils and the rest were at the expense of the state. More than half were mature men and women.

There was no teacher appointed, so the Rev. Kerr was obliged to serve as instructor himself which he did for a couple of years. The board finally secured a young student at Centre College, John Adamson Jacobs, as a teacher, but he soon realized that he needed training to meet the task of instructing the deaf. Funds were secured and young Jacobs set out for Hartford, Connecticut to observe the work by Messrs. Thomas Hopkins Gallaudet and Laurent Clerc.

The horseback ride to Hartford required 30 days and Mr. Jacobs remained there one year. He returned to Danville in September 1825, riding the same white horse.



REGISTERED NATIONAL HISTORIC LANDMARK—Jacobs Hall, erected in 1857, is the oldest building on the Kentucky School for the Deaf campus. At a presentation ceremony on June 12, 1969, the United States Department of the Interior recognized the edifice as a Registered National Historic Landmark. John Adamson Jacobs served as principal and superintendent of the school from 1825 to 1869.

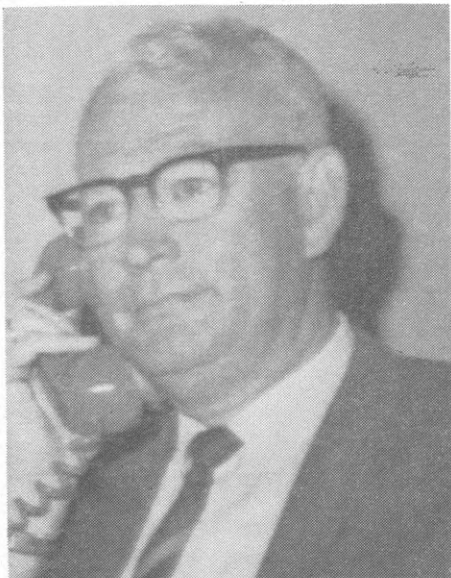
The results of the training at Hartford were rapidly noted, and Mr. Jacobs became principal, as well as teacher, in 1825. After two years the enrollment had grown so rapidly that larger quarters were needed and in 1826 a house and land were purchased on Second Street. This has been the location of the school for 144 years. Other purchases of land have been made from time to time, and the school now owns approximately 225 acres.

Since the school was the only one west of the Allegheny Mountains and in the South, pupils from other sections sought admittance due to the reputation gained. The Federal government recognized the service given to the South and West by the Kentucky School and granted it a township of land in northern Florida to sell and secure funds for maintenance and growth. Original land grants signed by John Quincy Adams and Martin Van Buren are still in the school's possession. Due to various causes, the sale of land was not very remunerative and the amount obtained was small; yet the income from the fund served the school for almost a hundred years. Jacobs Hall, the oldest building on the campus built in 1857, was

partly financed by money from the sale of Florida land. This building has been designated as a "National Historical Landmark" by the Department of the Interior and was so dedicated on June 12, 1969.

The Kentucky School has stressed vocational training from its earliest days and from the first Annual Report in 1823, we quote the following: "We conceive education of pupils who have learned to read and write and have not been taught any branch of industry by which to obtain for themselves a support in life, as incomplete." The school was unable to build and equip shops and hire instructors, so the pupils were apprenticed with mechanics in the town and many developed into skilled workers. The emphasis on this branch of education has continued, and today two of the newest structures house boys' and girls' vocational departments with well-equipped shops.

The school celebrated its centennial year in 1923 and a history compiled by the late Charles P. Fosdick was issued. It contained a remarkable compilation of the school's records of personnel, pupils and other data. It showed that 2,544 pupils



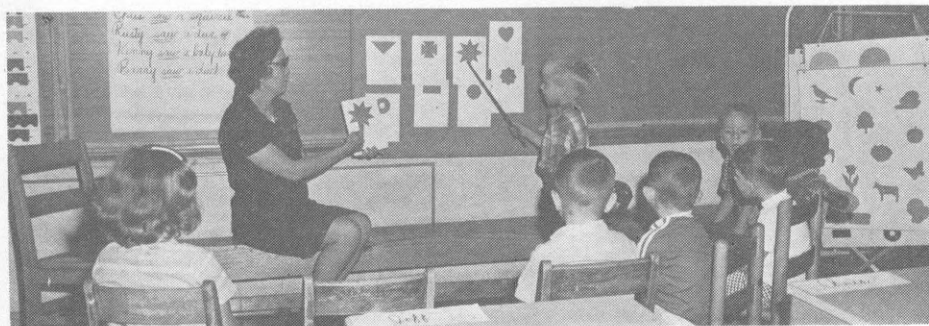
SUPERINTENDENT—Jack Whitmire Brady has been head of the Kentucky School for the Deaf since 1966.

had been enrolled in the first century and in 1923, 339 pupils were enrolled and were taught by a staff of 35 teachers.

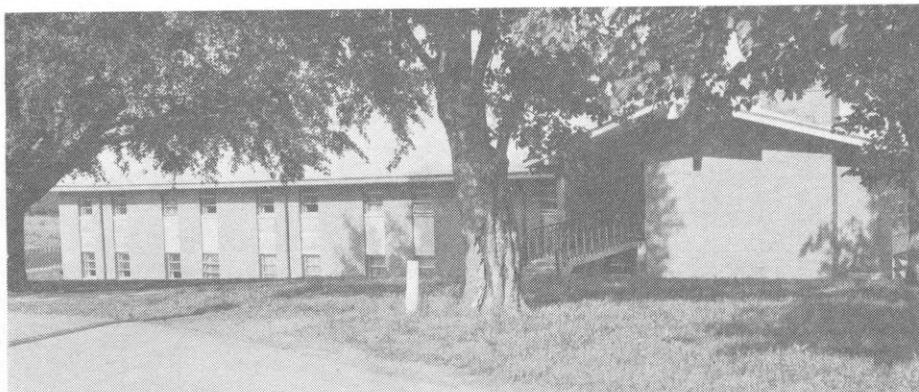
The history also showed that many dedicated men and women had served in the education of the children. Records of 40 years of service as teachers, house parents, superintendents and in other positions were numerous. The record of 57 years as a teacher and 60 years as editor by Dr. G. M. McClure, Sr., is still unequalled in the profession.

At the beginning of the second century the administration began to stress the need for more buildings and were fortunate enough to secure funds for Rogers Gymnasium which was completed in 1925. Then followed Cowan Hospital and the academic building, Lee Hall, in 1930, which replaced a schoolhouse begun in 1843.

Here there developed an attitude of stringent economy among the taxpayers which prevented further development for a quarter of a century, and the great buildings became sadly in need of repair. So great was the need that the school was closed one year for repairs on the buildings in 1943. This seeming indifference of the state officials cost the taxpayers dearly, because when a new power house was built at the end of World War II, prices had increased and the power house cost more than all the other buildings on the campus put together.



A typical primary class at the Kentucky School. A new primary unit is in the plans for campus additions.



BEAUCHAMP HALL, residence for boys, is one of the newer buildings on the campus of the Kentucky School.



ARGO-McCLURE HALL is the Kentucky School's new vocational building for boys.



FIELD TRIP—Activities at the Kentucky School are varied and afford pleasant experiences in education. The students pictured above made a trip to a wild life preserve as part of a science lesson.

At this time a great building program spread throughout the country. Kentucky followed suit in 1952—erecting a new building, Washington Hall, to house the Negro students due to the deterioration of the ante-bellum mansion, "Warrick," in which they had been housed. On this site next to be built was Nancy M. Lee Hall, the vocational section for the girls which was completed in 1959.

In that year Dr. Madison J. Lee, who had served the school for 48 years as teacher, principal and superintendent, retired. His administration had seen five new buildings completed—more than any of his predecessors. Charles B. Grow, a native of Fulton, Missouri, who had long been connected with the school as teacher and principal, succeeded him, and it was during his administration that many more changes took place.

The school was placed under the State Department of Education, the old Board of Commissioners was abolished and the applicants as teachers and other employees had to meet new standards. Teachers were required to pursue their education further and employees had to be approved through the merit system. Changes were made in the curriculum and the school was accredited.

With the resurging interest in education the old buildings came under the scrutiny of the state fire marshal. A sprinkler system was installed, and the old barrack



DRIVER TRAINING CLASS—A Kentucky State Highway Patrolman provides instruction in driving in one of the newer courses at the Kentucky School for the Deaf.

type of dormitories fell into disfavor due to the cost of upkeep and the danger of fire.

A spacious vocational building now known as Argo-McClure Hall replaced the 80-year-old boys' trades building and much new equipment was obtained in 1964.

The state engineers and architects were given orders to prepare a master plan for four new residence halls, a dining commons and a high school classroom building. To secure sufficient space, the school barn was relocated and the gardener's cottage was demolished. The gardens were moved farther out on the school farm.

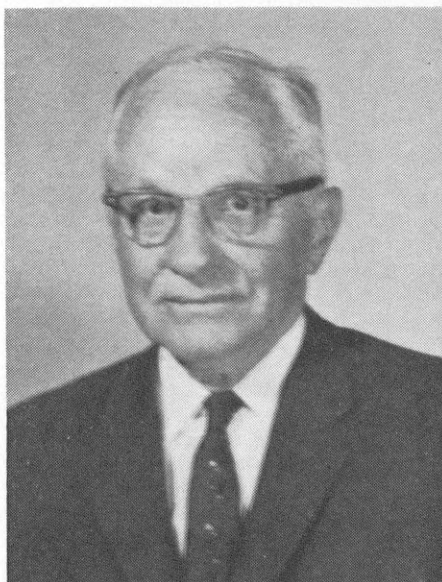
From this plan has evolved the four new residences for pupils—Barbee, Bruce, Beauchamp and Fosdick Halls—each with room for 56 students. They were completed in 1968. This leaves only the high school academic building to be completed to round out the plan for the upper school, although playing fields are yet to be laid out and graded.

In 1966, Jack Whitmire Brady, who had served as superintendent of the West Virginia School for the Deaf, was chosen superintendent to succeed Mr. Grow, who retired. Mr. Brady is a native of Waycross, Georgia, and had been connected with the Georgia, American and Western Pennsylvania Schools. While training at Pittsburgh, Mr. Brady earned a master's

degree in special education at the University of Pittsburgh and at once embarked on a career as an administrator in deaf education. He is ably assisted by Mrs. Brady, the former Dorothy Forbes of Cave Spring, Georgia. Mrs. Brady grew up near the Georgia School, where her mother taught. The Bradys have two attractive daughters and have purchased a fine home in Danville.

Coming to the Kentucky School in the midst of the greatest building program in its history, Mr. Brady showed considerable courage and willingness to tackle difficult problems. He is now in the midst of wrecking old buildings to make way for a modern self-contained primary unit costing over a million dollars. Next on the list is a two-and-a-half million dollar high school academic building on the east campus. The construction of this building relies on the passage of a bond issue proposed by the present governor.

The school will celebrate its sesquicentennial year in 1973. It is hoped that the new buildings will be completed by then and that the Kentucky School will take its place among the nation's finest schools to provide education for deaf children—a debt from present to future generations.



AUTHOR—James B. Beauchamp is a product of the Kentucky School (Class of 1913). He graduated from Gallaudet College in 1929 and taught at his alma mater for 42 years before retiring in 1967. He has served as editor of the Kentucky Standard, the school's publication, since 1942.

Foreign News

By Yerker Andersson

France—The VI Congress of the World Federation of the Deaf will be held in Paris, France, July 29-August 5, 1971. The Congress theme will be "The Deaf in Evolution." The National Theatre of the Deaf and the Russian theatre and deaf artists or dancers from other countries will be invited to present performances. The tentative program:

July 29—WFD Board meeting.

July 30—WFD Congress; the Russian Theatre of the Deaf.

July 31—WFD Congress; Pantomime.

Aug. 1—WFD Congress; scientific committees; the National Theatre of the Deaf.

Aug. 2—Movies and photo exhibitions.

Aug. 3—Religious services; sports events; folk dances.

Aug. 4—Scientific committees and Miss Deaf World event.

Aug. 5—Close of Congress; banquet.

For further information or hotel reservations, write: Comité d'Organisation du VI^e Congrès de la F.M.S., Confédération Nationale des Sourds de France, 20 Rue Therese, Paris (1^{er}), France.

Sweden—Last year the Funeral Insurance Company owned and managed by the deaf, was formally dissolved. (In Sweden it was customary to have funeral insurance so that relatives of a dead person will not have to pay for his funeral.) Other funeral insurance companies have already been dissolved. What is most interesting about this insurance company is that it was a part of the Health Insurance of the Deaf, now dissolved, the oldest insurance company of that kind in Sweden.

Poland—In June 1969 Stanislaw Sila-Nowicki received the degree of master of arts in education from Warsaw University. His thesis dealt with "Certain Methods of Language Formation in the Deaf as Relating to Various Systems of Their Education." He completed his studies a year ahead of schedule, and he now intends to study for a doctoral degree. He commented that he would like "to live until the day when deaf people with higher education will become teachers in school for the deaf," and that "In my opinion, the deaf can be very good teachers of civics, history and other subjects provided that the combined manual-oral system of teaching is introduced." (Swiat Gluchych, No. 9, 1969.)

Russia—Seventeen deaf students are attending the Leningrad Institute of Optics and Mechanics by way of an experiment. The experiment proved to be successful despite the initial doubts of the institute's director. The students "audited" the lectures with the aid of three sign-language interpreters.

The All-Union Society of the Deaf in USSR maintains its own factories and collective farms as well as a special design bureau in which deaf draftsmen and engineers prepare blueprints of new machinery. (Zhizn Glukhikh, No. 6, 1969.)

Note: The news items from Poland and Russia were translated by Eugene Bergman.

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Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

James A. Hoxie, assistant superintendent for instruction at CSDR, was a Navy man, and as such had often heard a loud speaker on a Navy ship blare forth an opening salvo, "Now Hear This," to pertinent instructions to the sailors for the moment. When he came to the Riverside School, Mr. Hoxie contributed articles regularly to the school periodical, the **California Palms**, for the benefit of the pupils' parents, heading the articles with "Now Hear This."

Now comes Hank Ketcham, creator of Dennis the Menace, who has started another cartoon strip, called "Half Hitch." Just the other day Hank Ketcham produced a strip showing Half Hitch, a sailor in a Navy middy (that's where the girl's middy blouse got its name), ambling along a nice cool sandy beach. The swabbie finds a shell and puts it to his ear—and is startled to hear "Now Hear This!" What the message was for the day, the strip did not say.

The late Verne Call told Gerald Burstein of an incident in his in-service manual communication course at Fairview (Calif.) State Hospital—serving the mentally retarded deaf.

Among the pupils was the mother of two daughters, ages 14 and 4. The mother taught the oldest daughter fingerspelling and signs and they attempted to practice diligently at each morning meal, in order that the mother might become more proficient. The rule for this practice session was that no speech could be used at this meal. The younger daughter became irritated one day and reminded her mother and sister that she had been ignored. She said, "I wish you would talk to me! I can't understand 'Fing-lish.'"

This came from Hartmut Teuber, Gallaudet:

A girl will not be deaf to a man's proposal especially when this is connected with a diamond stone. At least she will not be "stone deaf."

This too from Hartmut Teuber:

An elderly hard of hearing lady was knitting in a doctor's waiting room. The doctor's nurse tried to communicate to her that the doctor was not in that day to treat patients, and spoke loudly into each ear of the lady, but to no avail. The lady nodded and smiled. Finally the nurse wrote the message on a sheet of paper and held it before the lady's eyes. After rummaging for glasses in her purse, she declared remorsefully: "I'm sorry I left my glasses at home. Please, be so nice and read it aloud to me."

E. Conley Akin, Knoxville, Tenn., sent a
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full-page clipping that, beside other things, contained "Whatta Life" cartoons. Circled out for our attention was a paragraph in Hugh Allen's column:

Polly Pipp from Inskip (suburb of Knoxville) admits that it's best to turn a deaf ear to gossip, but the trouble is she doesn't have a deaf ear.

Leo Jacobs made a motion at a California Association of the Deaf meeting during a convention last August that instead of gavels presented to the president for pounding for order which we can't hear or feel the vibrations produced thereof, we present him a flashlight which very effectively keeps meetings in order and members at full attention.

Mrs. Leon (Joyce) Groode, Chatsworth, Calif., instructor and interpreter for the deaf, "still laughing" about the TTY incident reported by Alvin Klugman of her in the November issue of the DA, writes:

I have a lot of fun in the manual communication class I teach at the Van Nuys Adult School. When my fingers are cold and stiff, and I am having trouble fingerspelling to the class, I announce that "I have a sore throat tonight."

Sometimes my fingers just don't work when I give rapid drill, I say, "Whoops, I'm stuttering." My comments usually get a good laugh.

One night one of my students remarked (rather loudly) during a practice session when I was signing and fingerspelling silently, without speaking at the same time, "Can't hear you!"

I topped him by replying, "OK, I'll talk louder" and I began waving my hands in the air in very exaggerated movements.

Really broke up the class!

(Joyce closed the letter with:)

"Palm toward you"

"Index finger moves out from mouth."

Joyce Groode sent a clipping torn from the Saharan, house organ of the Las Vegas Sahara Hotel. It had a column written by Forest Duke and reproduced from the Las Vegas **Review-Journal**. The column went at some length on Norm Crosby, comedian, and ended with these three paragraphs:

Many of Norm Crosby's most ardent fans don't realize that a war injury impaired his hearing in both ears.

He kids about it, and often uses the handicap to get laughs, which of course is great for the morale of others who are hard of hearing.

"Doesn't bother us," he says. "We can always turn the hearing aid down when we don't want to hear something. And don't tell me any old jokes—I don't use 'em. What?"

We don't know how much credence to give to stories told by oldtimers who might not have been witness to events taking place some 60 years ago or more. Hand-me-down stories do change in the telling, or become distorted, exaggerated, or change in the actors. Still some may improve with age, many worth the telling, if only for laughs.

Robert L. Davis, Gallaudet, Class of 1909, tells this one that happened in his time, not in his class though, in the case of Dr. Amos Draper:

This professor was meticulous in his arrangement of lessons for each class in geometry. Seems he kept the same course, same class lessons, day to day for each year. He would bring to class a sheet for the day, and after close of day would take the sheet back home, place it in the "finished" compartment of his desk drawer, and the next day, pick up a new sheet. So, year after year, the same routine for some few years, presumably using the same textbook.

One day Dr. Draper came to class dangling (I am quoting the speaker) on the tips of his fingers a lesson sheet for the day, and put it into his school desk drawer awaiting time for its perusal.

In this class there was a brilliant boy, Tom Williams, who had weak eyes and had to sit "up front," or had to go close to the blackboard to read what was written thereon. A few days before the old professor had remonstrated with Tom for obstructing the view of the other students who could not read because Tom was there so close to the board. Tom was sensitive to reproach touching his eyes—he was hurt. He had been told he was wasting the time of the other students.

Now, the professor was ready for another day's work. He opened the drawer to get out the paper he had deposited there. No paper! Had he misplaced it? He went through his coat pockets. Nothing! Somebody must have purloined the desired sheet—through sheer mischief. Dr. Draper did not know what to do.

There was nothing to do but produce the lesson on the board from memory. Dr. Draper tried to do that. Obviously he was not prepared. He wrote, erased and wrote again. Tom Williams, sensing what had happened, harkened back to what had happened to him the few days previous. Being brash, he got up from his seat, went to Dr. Draper and told him to his face, "You are wasting our time!"

(Just for the record, it has been said that Dr. Draper, noblehearted that he was, later in the day called Tom aside, and apologized for having hurt him.)

There was this tale also related by Robert Davis of Dr. Draper:

In the geometry class, one day, a student went through a lesson, all the way to QED, apparently faultlessly. Dr. Draper shook his head, and the boy, before being sent to his seat, asked for another chance on the blackboard. He went through the same motions up to QED, and again Dr. Draper called a foul. A third time still failing, the persistent

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student called a foul, and asked for another chance. Professor Draper said, "Sorry, I caught the ball." All the other students, one by one, tried their turn, and each one in turn was waved to his seat. Dr. Draper finally said the error was lack of periods after each letter of the QED—that it should be Q.E.D.

Addendum: Some one has said the same professor, above, once flunked a student with a mark of 12.99—in his class the passing mark was 13. The next day every student in the class returned to the classroom with feet stretched forward from the seats, exposing "12.99" printed in chalk on the soles of their shoes.

* * *

Thanks to all and sundry, I still receive cartoon clippings which I forward to Jess, the office boy, in hopes he has found someone to shoulder the job of negotiating with owners of copyrighted cartoons we want to reproduce in DA for permission to do so. Jess does wonders with the sometime 40-page issues of the DA, month after month, and we cannot expect him to shoulder this "extraneous" job.

The three cartoons I'm sending him are (I am telling you on the assumption he cannot use them):

One from **The Parade** showing a back-alley holdup, in a hospital quiet zone, holdup man presenting a large cardboard with this legend on it, "This is a holdup." The victim had his hands up, hands holding aloof a placard in bold type hollering for "HELP!"

Eb and Flo strip shows Eb snoring to beat Hades, Flo quitting their bed to sleep in another room, exclaiming, "Love may be blind, but it's not DEAF!"

This one, sent by Robert Kramer, Las Vegas, taken from "Great Moments in Hysteria," by Paul Bernstein, illustrated by Warren Sattler, published by Ace Books, shows a newspaper reporter interviewing an elderly woman in a rocking chair: "John Philip Sousa's marches have been described as vigorous, brilliant and tuneful . . . as his mother . . . what else can you say about his great works?" He was chagrined when she produced her ear trumpet and inquired, "Eh? What'cha say?"

* * *

Harry Belsky, New Jersey, found this in the **British Deaf News**:

One of the medical records was discussed at the recent conference of doctors. The case of a woman whose husband kissed her on the ear. The emotion rendered her deaf in the ear that was kissed.

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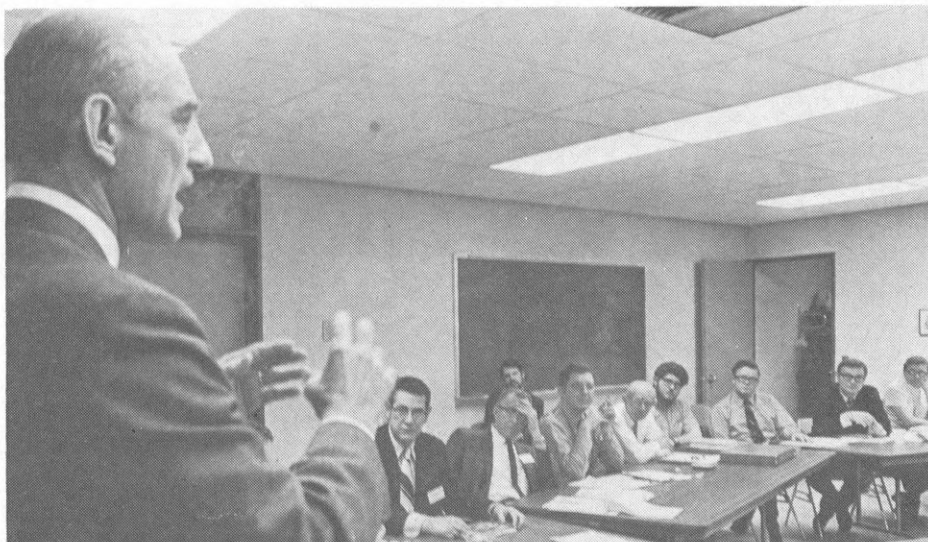
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NTID English Department Chairman Robert F. Panara talks to group during conference session.

Deaf Consultants Participate In NTID-RIT Conference

"The Deaf Community and NTID," a recent three-day conference held at the National Technical Institute for the Deaf, (NTID), at Rochester Institute of Technology, drew nearly 20 deaf leaders from across the nation.

Topics discussed in the sessions included NTID programs and objectives; various aspects of technical education and employment for deaf persons; social, educational, and vocational factors affecting NTID and the deaf community; and co-operation between NTID and deaf persons throughout the nation.

NTID Director D. Robert Frisina led the keynote session on March 5, and RIT President Paul A. Miller welcomed the conferees. Other highlights of the conference were tours of the academic complex,

the Center for Computer-Assisted Instruction and demonstrations of the Vistaphone picture-telephone system, currently being field-tested at NTID.

Visiting participants were: Mrs. Katie Brown, Chicago, Ill.; Mrs. Charlotte COLUMNS, Little Rock, Ark.; Mrs. Jean Cordano, Delavan, Wis.; Charles Estes, Talladega, Ala.; Roger Falberg, Kansas City, Mo.; Mervin D. Garretson, Washington, D.C.; Joseph J. Kindred, Indianapolis, Ind.; Thomas A. Mayes, Flint, Mich.; Lawrence Newman, Riverside, Calif.; James N. Orman, Jacksonville, Ill.; Don G. Pettingill, Seattle, Wash.; Mrs. Mary Betty Rule, Winchester, Mass.; Robert G. Sanderson, Roy, Utah; Frederick C. Schreiber, Silver Spring, Md.; Howard Schwartz, Kirkwood, Mo.; Arthur Simon, San Francisco, Calif.; Jess M. Smith, Indianapolis, Ind.; and Frank B. Sullivan, Oak Park, Ill.

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Arizona Proposed Legislation Would Include Drivers With Impaired Hearing

By CASPER B. JACOBSON

Under consideration by the Arizona legislature is a bill to stiffen the requirements in issuing driver's licenses. It is being sponsored by the Medical Advisory Board of the Arizona Highway Department. Its aim is to weed out the bad drivers.

When the newspapers played up the proposal, it included the deaf as among a list of other persons with physical impairments. When we requested the opinion of one of the doctors on the Medical Advisory Board, he had this to say: . . . "There is some feeling that a person with a loss of 50 decibels at 2000 cycles per second in the best ear should be restricted to daylight passenger car driving with mirrors and that loss of 40 decibels in the best ear would not be acceptable for driving of school bus and other passenger carrying vehicles . . . Any recommendation for rejection or restriction for physical reasons will be made by a physician and reviewed by a board of medical examiners." Another leading doctor stressed the view that the purpose of the "loss of hearing" question is to IDENTIFY "these people."

The bill as proposed by the MAB gives it the power to set up recommendations to the superintendent of the driver license department the steps to follow in issuing

licenses. The board prepared a questionnaire to be filled out by all who apply for a new license or for renewal. All are required to check for a "yes" or "no" to the partial list of medical conditions: Diabetes requiring medication, dizziness, heart trouble, blood pressure—high enough to concern your doctor, epilepsy, emotional problems, use of narcotics, marijuana or other stimulating drugs, excessive drinking, loss of hearing, etc. Twenty-two such questions are listed.

We objected to the loss of hearing question. Our contention was that this question was not necessary because Federal regulations clearly state that the deaf as drivers are O.K. Under the present arrangement the deaf driver will find it impossible to avoid saying "yes" to the loss of hearing question. When he does say "yes," it could subject him to a review by the Medical Advisory Board. This will entail more time and inconvenience in getting a renewal of a driver's license.

It will be interesting to note that the Medical and Pharmaceutical Information Bureau places the number of people in the United States with serious hearing loss at 8½ million. Assuming that there is one auto driver in every 10. This places the number of drivers with a serious hearing loss at 850,000. Now, suppose we left

the question of loss of hearing for a "yes" or "no" check, we hardly think the answer would be very reliable. The bureau lists the totally deaf at 300,000. On the basis of 1 to 10, this would place the number of deaf drivers in the U.S. at 30,000. This figure is the writer's guess and of course subject to correction.

The Arizona Association of the Deaf Committee on Legislation was not alone in this work. Much help came from Judge Sherman Finesilver and Frederick C. Schreiber of the National Association of the Deaf. We are very grateful for their help.

As of now, there is no discrimination against the deaf driver. We hope it will stay that way.

SUBSCRIPTION COMPLAINTS

Complaints regarding subscriptions to **THE DEAF AMERICAN** should be sent to Robert F. Lindsey, Circulation Manager, **THE DEAF AMERICAN**, P. O. Box 1127, Washington, D. C. 20013. Remittances for subscriptions should be sent to **THE DEAF AMERICAN**, National Association of the Deaf, 905 Bonifant Street, Silver Spring, Md. 20910.

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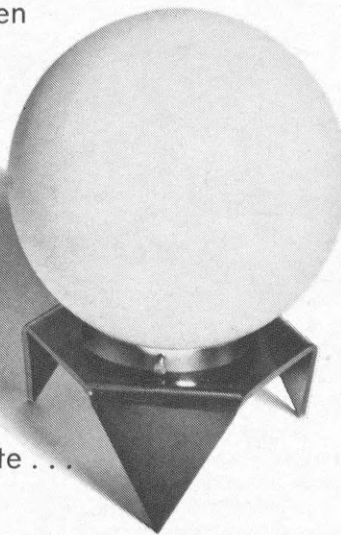
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Report from DA's Astronomer . . .

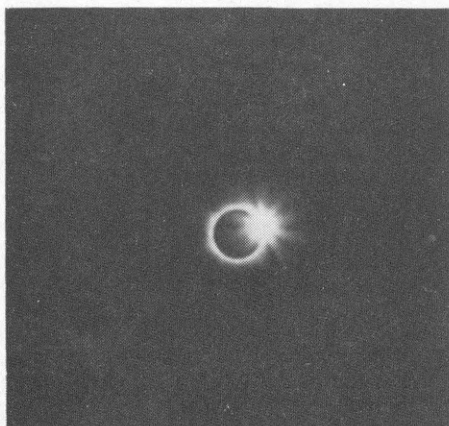
An Expedition To Mexico To View A Total Solar Eclipse

By ROBERT H. WEITBRECHT

One of the rarest and most beautiful shows that Nature can put on is a total solar eclipse. Astronomers and other such interested people must travel hundreds or thousands of miles to certain locations known to be within "the path of totality" in order to witness a completely total eclipse. The moon will then cover the sun in its entirety, thus throwing the surrounding countryside into darkness for a few minutes. Elsewhere, outside the path of totality, people will see only a partial eclipse, in which the moon covers a portion of the sun's disk. Usually, the path of totality is about a hundred miles wide, yet it may extend thousands of miles in a sweep crossing land and sea.

Such an eclipse occurred on March 7, 1970. A trip was made by the author to a small village called Miahuatlan, in southern Mexico. A tour had been arranged by a group of astronomy enthusiasts, involving 57 people, mostly from the Los Angeles and San Francisco areas. Friday noon, March 6, the party boarded a jetliner for Mexico City, where an overnight stay had been arranged. At four the next morning (eclipse day!) everybody arose and transferred to the airport to take a plane for a 300-mile flight to Oaxaca—a city with an airport facility nearest the eclipse site. Upon arrival, the people, carrying telescopes, cameras and other photographic equipment, boarded three buses for a two-hour 60-mile ride over a narrow, twisting country road to Miahuatlan. By then, the Mexicans were already thronging the road in haste to get to the eclipse-viewing sites in that area—many automobiles, motorcycles and buses going in one direction.

The country, as seen, is semiarid, with sparse vegetation, at a moderate altitude. There are many small subsistence farms, tended by Mexicans living in primitive adobe houses. Burros were often



THE TOTAL SOLAR ECLIPSE, March 7, 1970, as photographed at Miahuatlan, Mexico, by Robert H. Weitbrecht. The black spot is the moon itself, covering the entire sun; the glow surrounding is the sun's corona, a gaseous envelope extending a million miles away from the sun.

seen, usually carrying firewood on their backs, driven along by Mexican boys. Lands used for crops are nicely terraced on the sloping hillsides. The weather was extremely clear, quite pleasantly warm and very bright—the area being at altitudes up to 6,000 feet. One could see for hundreds of miles out to the horizon from elevated spots—no smog!

Of course, the Mexicans were really excited by the eclipse preparations. Upon arrival at our chosen site, we were immediately surrounded by many young people watching us set up our equipment. Demonstrations were put on by some of us, such as projecting the now-narrowing crescent of the sun from telescopes or through improvised "pinhole cameras." For instance, we showed the people how to make such a pinhole camera by cupping one's hand to form a tiny hole between the thumb and the forefinger—and projecting the sun's image onto some convenient piece of paper lying

on the ground. The sun was really too bright to be viewed directly, even when only partially eclipsed at the time. Some people were viewing through improvised filters, such as smoked glass, overexposed photographic films and metallic filters. A couple of Mexicans had with them welders helmets; their eye filters were just about right for viewing the sun directly.

By now, a few moments before the time of totality at 11:30, the surrounding landscape was getting noticeably darker, and a cool wind sprang up. We all looked to the western horizon and saw a wide swath of darkness moving towards us—the shadow of the moon! It was rather eerie—this shadow rushing upon us at 1,500 miles an hour. It then became very dark, and we started making brief glances at the almost-eclipsed sun as we rushed to our equipment to begin photographic observations.

At the moment of totality, there burst a gorgeous spectacle in the sky, and everybody gazed at the now-eclipsed sun, with its beautiful corona shining around the black dot of the moon. The corona had some well-defined rays, going away into the sky and fading out several degrees from the center. I had just a few seconds to look directly at this total eclipse before I began operating my cameras. It was beautiful! The eclipse totality lasted for just over three minutes. At the midpoint of this time, I glanced around the horizon and noticed a bright band of light all around; this was where, perhaps 50 miles away, there was still some sunlight shining in around the black spot now racing eastward over the earth's surface. Looking at the sky, the planets Venus and Mercury were perceived, on both sides of the eclipsed sun, a few degrees away. Some of the brighter stars were visible, too, yet the darkness was not really absolute—in fact, we had

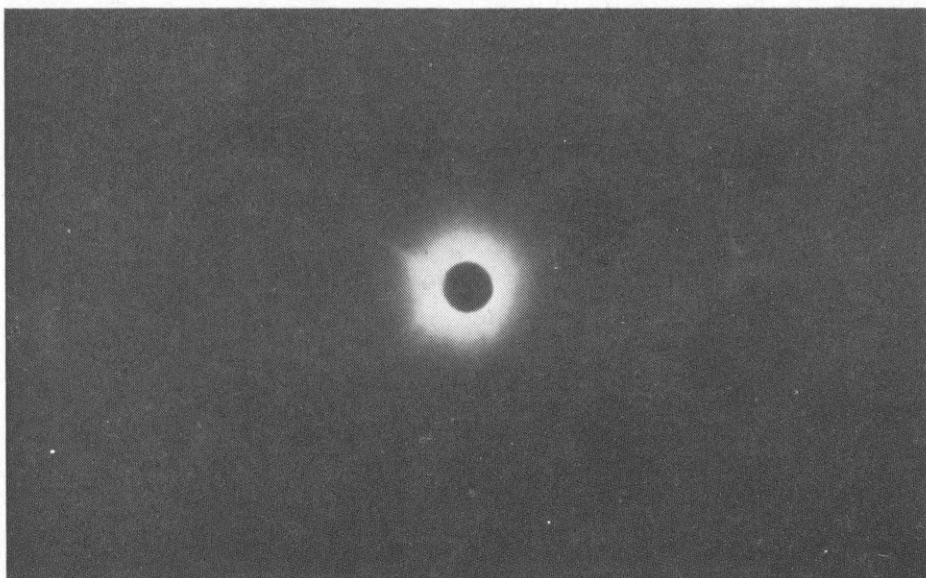


THE SHADOW OF THE MOON, coming from the west, as viewed in this composite photograph by Robert H. Weitbrecht. It was distinctly seen as a spreading darkness just above the horizon, about five minutes before time of totality.

enough light, coming in from the surrounding horizon, to enable us to read our camera settings and to make adjustments to them from time to time.

Just at the end of the totality period, the sun burst through at one point on the edge of the moon—the “diamond ring.” A picture was captured of this occurrence; the now-fading pearly-white corona formed a ring around the moon, and the bright flash was distinctly yellowish; such was shown on one Kodachrome slide. Sunlight then started coming back to the scenery, and the stars disappeared. The bright crescent of the sun began widening, the totality phase then being over. Everybody became elated and sad, first because they had witnessed a beautiful eclipse of the sun, and secondly, it did not last any longer. Truly, a rare and beautiful spectacle!

Although some people were still operating cameras to photograph the widening crescent of the sun, just about everybody packed up their equipment and started moving downhill to their buses. We were served box lunches, and we sat around to eat, while comparing notes with each other on what we had just witnessed. By now, hundreds of Mexicans were driving back on that road from Miahuatlan. The procession was slow in moving, so we just stayed around with our buses for about an hour more . . . finally most of the traffic was gone, and we could then get moving back to Oaxaca. An overnight stay had been arranged for the party at a hotel and a motel there. The town is quite picturesque, being typically Mexican, with primitive - but - beautiful plazas, buildings, churches. The next morning a 727 jetliner took us back to Mexico City, where the day was spent in exploring various parts of this fascinating city of seven million people. A trip was made to the nearby Pyramids of Teotihuacan, where the Toltec people of 2,000 years ago set up a sun-and-moon worshipping temple. In the evening most of us went back to California. All in all, we had a grand time!



“THE DIAMOND RING” at the end of the 3.2-minute totality phase. The sun is just starting to break through as the moon moves off the sun. The flash was yellowish while the ring was bluish white, as noted on the original Kodachrome slide.



A group of Mexicans observing the partial phase of the eclipse about a half hour before time of totality. The sun's crescent, shown projected from a small reflecting telescope, is the result of the moon moving partly over the sun.

NATIONAL ASSOCIATION of the DEAF

Robert O. Lankenau, President



N.
A.
D.

President's Message

Happy Easter everyone! It seems that this is going to be quite an active year, especially for me.

Already your President has taken part in the COSD Forum in Chicago, attended a Region V workshop in Cincinnati, Ohio, and has met with the Governor's Committee on Employment of the Handicapped here in Ohio.

My present schedule will take me to another meeting of the Governor's Committee in April, the Jr. NAD convention in Washington, D. C., speak before the graduating class of the Indiana School for the Deaf, attend the Illinois Association of the Deaf convention in Jacksonville and speak at their banquet plus our own convention to follow in Minneapolis, Minnesota.

If this is any indication of what is in store for me this summer it seems my chances to put in a game of golf now and then will be quite limited. Such is life though and all I can say is that it is a pleasant experience and tends to make one grow. Never a dull moment with all this activity scheduled.

There is also an open invitation from Frank Turk our Jr. NAD director to visit the Jr. NAD camp as a guest for a couple of days of my choosing. I only hope an opportunity will present itself to make this possible for me and my family. They really need the rest as much as myself. Thanks, Frank.

This column wouldn't be complete unless I took the opportunity to inform all committee chairmen that their reports are due in the Home Office for reproduction and distribution to all the Representatives who will attend the Minnesota convention. Let's all cooperate and get these in well in advance of the deadline so that last minute rush can be avoided. It's up to each one of you to see that your reports are completed and in the HOME OFFICE, preferably by May 15.

Considering the fact that conventions such as ours are so large and require such a great deal of business to be disposed of in the shortest time possible, it seems appropriate that I point out a great responsibility will rest upon committee chairmen and members. It would be wise for each committee chairman to plan now to make sure adequate representation will be available in Minnesota to help him carry out the duties of his respective committee functions.

It also seems to me to be a good idea

George Propp, Secretary-Treasurer

to reprint some of the suggestions made by Past President Sanderson because much of what he said two years ago remains true for this coming convention. I will not attempt to quote everything at this time but will add it in "small doses" to my coming monthly President's Messages.

Veteran "convention goers" need only be reminded while the newer Representatives may find it helpful to study carefully what I write because it might save time and speed up the smooth operation of our meetings.

The COMMITTEE is the actual working unit of the convention. Bills, resolutions, recommendations, law changes, new business, etc., are referred by the President to the proper committee as soon as possible after presentation to the General Assembly or Council of Representatives.

Each committee has a responsibility to consider carefully matters referred to it and take action as it sees fit. The chairman of the committee is responsible for calling his committee into session at the most appropriate or convenient or possible time. This time may be any time except during business sessions as required by the bylaws. Keep in mind we will make every attempt to assign meeting time and places but, based on past experience, it cannot be guaranteed that some of these committees may not miss a social function or two. Committee chairmen would be wise to check with chairman Jimmy Jones for available meeting rooms. Small committees could use their own rooms—the larger committees such as the Ways and Means, Laws and Resolutions—may desire assigned rooms where membership at large may be given the opportunity to see them work.

As in the past, your President would like to see all committee meetings held with doors wide open. Our members have a right to know what is going on and what our democratic processes are and how they work. Observers must not engage in conversation with committeemen during working sessions—this will disrupt the proceedings. The chairman will maintain order and see that only his committee members participate.

This will not prevent anyone from "lobbying" during rest periods, or to pass notes to individual committeemen through the chairman. There may even be times when the chairman may call upon out-

Frederick C. Schreiber, Executive Secy.

siders to give their opinions and clarify a question regarding some item of business.

The chairman will decide which legislation is to be brought before the committee AND provide an agenda based upon his own judgment as to the relative importance of the matter and time available to discuss it. His is a tough job since it carries quite a bit of responsibility and having previously served as chairman of the Ways and Means committee myself, I would suggest a bottle of aspirin and a tranquilizer or two.

Committeemen have a responsibility to read carefully and discuss as thoroughly as possible the business referred to their committee. Decisions made by these people will contribute to the final recommendations, and quite often these recommendations will be passed by the convention in session. The General Assembly and the Council of Representatives do not have the time to consider in detail and in depth the large amount of legislation proposed and they will depend to a large degree on the recommendations of the committees.

Individual NAD members are urged to participate actively in the General Assembly—and in lobbying for a favorite piece of legislation. If someone should have a complaint, then go find the proper committee chairman and use all means available in your attempt to influence him and his members to see your side—in short, play politics. (Note: Play clean though, no beating up the opposition.) This is our American way of governing ourselves.

Remember—all legislation must be introduced in writing; forms will be made available to everyone desiring them by requesting same from Secretary-Treasurer George Propp. All "bills" will be numbered and carbon copies will be retained by the persons introducing them, by the Secretary-Treasurer and by the President, and a copy will be given to the appropriate committee chairman. For maximum legibility we suggest all bills be typed and you may ask for the use of a typewriter in the business office or you can have someone type it for you.

All committees will write down on their copies what action was taken on bills and return them to the Secretary immediately after giving their report. Thus, such action becomes part of our official minutes of the convention. Each committee will decide in what order the bills will be reported out.

Committees may create their own legislation, rewrite bills in an effort to accomplish their intended purpose by means of more specific language, report out bills with recommendations that they be passed, not passed or without recommendations; or they may choose to "sit on" bills for further consideration. They may also choose not to report out certain bills.

Next month I will continue my series of suggestions and hope you will all fol-

Robert M. Greenmun

Robert M. Greenmun of Elkton, Florida, a teacher at the Florida School for the Deaf and Secretary-Treasurer of the National Association of the Deaf from 1946 to 1964, died early April 12 from injuries suffered the previous afternoon in a car-train accident. Funeral services and burial were in St. Augustine on April 15.

low closely up to the time of the convention.

Needless to say, I am no "X-spurt" (quoting Don Pettingill) at parliamentary law and will need everyone's help to make things run smoothly and help YOU get the things done YOU wish to be done. At the same time I want you to know quite a bit of "brushing" is being done on my part so that most of the usual procedures will not come as a surprise to me. Anyhow more next month.—Lanky.

NATIONAL ASSOCIATION OF THE DEAF Consolidated Monthly Financial Report March 1970

National Association of the Deaf Income	
Captioned Films	\$2,381.50
Contributions	10.00
Convention	100.00
Indirect costs for grants	1,843.82
Membership dues	500.50
Publications	925.74
Quota payments (state associations)	292.50
Reimbursements	225.05
Refund (F.I.C.A. and insurance)	50.81
Coats Fund	175.00
Redeposit	27.00
Total	\$ 6,531.92
Deaf American	
Advertising	\$ 346.49
Deaf American subscriptions	1,360.00
NAD subscriptions	162.00
Total	\$ 1,868.49
Grants	
Total	\$15,000.00
National Association of the Deaf Expenses	
Bank service charge	\$.69
Deaf American (membership)	162.00
Dues and subscriptions	142.00
Executive Secretary's expenses	103.00
Executive Secretary's salary	1,200.00
F.I.C.A.	125.06
Freight	1.10
Furniture and equipment	1,614.28
Insurance	39.89
Inventory	730.00
Miscellaneous	122.60
Payroll	1,444.60
Postage	179.59
Printing	10.00
Publications	50.00
Rent	2,875.00
Repair and maintenance	930.07
Services rendered	2,601.63
Supplies	583.86
Telephone	289.81
Travel	20.55
Total	\$13,225.73
Deaf American	
F.I.C.A.	\$ 14.40
Freight	8.32
Inventory	11.25
Miscellaneous	6.50
Payroll	335.00
Postage	198.02
Printing	1,448.40
Rent	10.00
Supplies	6.22
Telephone	20.67
Travel	11.20
Total	\$ 2,069.98
Registry of Interpreters for the Deaf	
F.I.C.A.	\$ 132.32
Insurance	60.71
Payroll	2,818.90
Per diem	113.00
Postage	41.86
Supplies	187.72
Telephone	167.05
Travel	246.00
Total	\$ 3,767.56
Communicative Skills Program	
F.I.C.A.	\$ 122.52
Freight	9.70
Indirect costs	1,843.82
Insurance	30.58
Payroll	2,552.28
Per diem	400.00
Postage	33.09
Printing	312.00
Professional services	4,015.00
Publications	2,467.50
Supplies	73.45
Telephone	357.61
Travel	174.00
Total	\$12,391.55
Census	
F.I.C.A.	\$ 153.91
Insurance	56.13
Payroll	5,295.98
Per diem	560.00
Postage	140.65
Printing	2.60
Professional services	120.00
Repair and maintenance	11.75
Supplies	105.41
Telephone	209.11
Travel	321.00
Data processing	373.25
Total	\$ 7,349.79
Total Grant Expenses	\$23,508.90



By Frederick C. Schreiber

HOME OFFICE NOTES

Work at the Home Office has started picking up again as we get ready for the 90th anniversary celebration of the NAD in Minneapolis this summer.

As all readers of this column are aware, the NAD will meet in Minneapolis July 26-August 1, 1970, in the Hotel Leamington, but little has been said to highlight the fact that the NAD will be just one decade short of celebrating its 100th anniversary.

At this time we are preparing our quota notices and are pleased to report that we received the New Jersey Association of the Deaf's payment. While Michigan and Minnesota are generally the leaders when it comes to paying their quota, it would seem that New Jersey is now running not third but first for 1970.

Along with quota notices we sent out a letter to all state associations to complete our lists of Representatives to the convention since only half the states have reported their selections and additionally we are trying to get the dates, sites and headquarters of each state's next convention so we can keep all our members informed.

An additional task is the preparation of our budget for 1970-72. While this budget must be approved by the President, the Executive Board and the Ways and Means Committee before it will be submitted to the convention, the first draft is for \$255,000 for two years.

As an "oldtimer" we were sent into a state of shock by the figure but that's what it says now.

We continue to grow. As the list building phase of the Census intensifies and we rush toward our deadline, we have added still more staff members to this department so that we now have Peter Ries, Miriam Aiken, Glenda Ennis, Sharon Wilson, Kay Clark, Elaine Hirsh, Janet Patchen and Mary Jane Rhodes on the Census staff.

The Census is also preparing for its second annual meeting of its advisory committee as well as several state meetings to determine what has been accomplished, what remains to be done and how to reach our objectives. Mrs. Rhodes will assist in intensifying our public relations program which is a vital part of this project.

We have just completed our application for renewal of our Communicative Skills program and have several other proposals in various states of development while, of course, our applications regarding the Registry of Interpreters for the Deaf and the National Census were submitted in February.

The office itself is constantly being im-

proved. Our mailing permits have been taken care of. There is a new sign over the entrance indicating this is the Home Office of the NAD. We have established contacts with several supply and service businesses which supply our office needs—paper, office supplies, maintenance services on our equipment, things like that. We also have a Coke and candy machine on the premises now that we no longer have a drug store on the first floor as we did when we were in Washington.

Surprisingly, we are still crowded. Our storeroom and mailroom is stacked high with boxes of books including the Dictionary of Idioms and the International Research Seminar Report as well as cases of language of signs books.

Since we have a new press, one of our next tasks will be to reprint the pamphlets we customarily distribute and to make up a new pamphlet list. This is no easy task because we constantly add new material to our stocks and that means we have to update our lists periodically. But it can be done and we will do it.

This month, Gallaudet College will host the second Junior NAD Convention. The Junior NAD now has 57 chapters and someone at the convention will end up as Executive Secretary of the NAD for one afternoon.

Approximately seven executive positions will be turned over to the Jr. NAD including that of the president of Gallaudet College, thus giving our future leaders a taste of the duties and responsibilities involved in administration and hopefully encourage them to set high goals for themselves in choosing a career.

The Executive Secretary is off to California for two meetings of the National Census. Accompanying him will be Mr. Ries and Mrs. Ennis of the Census Staff. Following this he will attend the meeting of the Conference of Executives of American Schools for the Deaf in St. Augustine, Fla. Then there will be the Jr. NAD convention following which he will chair a session of Project LIFE's committee meeting in D.C. and then attend a meeting of the NAD-COSD-AGB Television Committee at the National Association of Broadcasting also in D.C., an advisory committee meeting on the Hot Springs Rehabilitation Center's Deaf Project early in May, returning home barely in time for his son's wedding on May 9.

Between times there is our Newsletter to get out. The newsletter will contain posters on the Minneapolis Convention and hotel reservation cards for this. In 1968 many members were turned away from the Flamingo in Las Vegas because they waited too long to make reservations. We hope this will not happen in Minneapolis.

If you send your reservation in early, you can always cancel it if your plans change, while if you wait too long you may not be able to get a room.

A number of airlines are interested in serving our members with respect to transportation to Minneapolis and it is possible that some contact will be made with members through the state association. Persons planning to fly would do

well to inquire about excursion fares which are about 20% lower than economy fares. Excursion fares require at least eight days which would mean leaving home Sunday morning, July 26, and leaving Minneapolis Sunday morning, August 2, to return home. About the only restrictions are at least seven days and no travel on Friday or from noon Sunday to noon Monday. So check. The excursion fare from D.C. is

\$25 less than the economy fare, for example.

Minnesota, incidentally is also the site of the second annual Junior NAD Summer Encampment at Swan Lake. The camp will be in session during the weeks following our convention and many conventioners might want to stop by at the camp after the convention adjourns to see how our young people are doing.

Convention Corner

By FRANCIS R. CROWE, Convention Committee Publicity Chairman

Some deaf Americans will be driving over it, some flying over it, but all of them headed for a common destination—Minneapolis. But you can't get there without seeing something of Minnesota first. And some of the first-timers are inquiring, "What have you got up there, how did you happen to get it, and is it good?"

And so, with what we hope is pardonable pride, let us tell you something about a portion of America Minnesotans would be reluctant to leave.

Minnesota's been around a while. Persons who know about such things say the area is about three billion years old. Driving or flying, you'll be coming in over hilltops that were once lava-spewing volcanic peaks.

It has been said that violent forces within the earth changed the land many times, plunging it beneath vast seas and then thrusting it upward in saw-tooth mountain ranges. Wind, water and ice erosion ground down the peaks and filled in the valleys. By the time the last glacier retreated from Minnesota some 13,000 years ago, it left the land shaped and dotted with almost 15,000 lakes—the North Star State's sparkling crown jewels.

As mentioned, that was 13,000 years ago. Two thousand years later, earliest traces indicate, man moved in on the scene.

Then—thousands of years after that—came civilized man: missionaries driven by the search for souls, traders seeking profits from furs, and explorers after the elusive Northwest Passage to the Orient. They grew in numbers and proceeded to wrest the forests, the rivers and the plains from the Indian tribes—the Sioux and the Chipewewa.

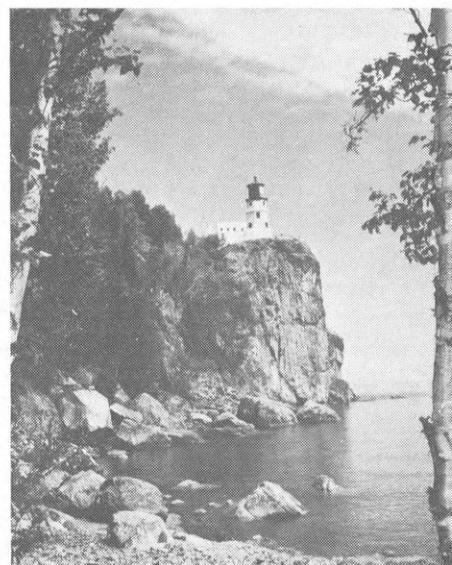
They came along the rivers, slowly at first, then in increasing numbers as the railroads were built. And they came from New England with their Yankee know-how to establish the lumber industry, the flour mills and the iron mines.

They established settlements that later grew into cities. Behind them came the immigrants driven from Europe by oppression, depression and famine—the Scandinavians, Germans, Irish and Poles—from countries as far south as Italy and east to Russia.

That's what Minnesota is made of and today the great-grandsons and great-granddaughters of the immigrants are blended into a common people with common interests and goals.

Nature's forces, however, have left each of Minnesota's six regions with its own distinctive characteristics.

The first has wilderness canoe country and the biggest, deepest iron mines in the world.



SPLIT ROCK LIGHTHOUSE, up the North Shore Drive out of Duluth, guided marine traffic on Lake Superior for many years. Tourists flock to its scenic setting high on a rocky cliff overlooking the largest of the Great Lakes.

The second provided Sinclair Lewis' inspiration for his novel, "Main Street," and was the home of Charles A. Lindbergh.

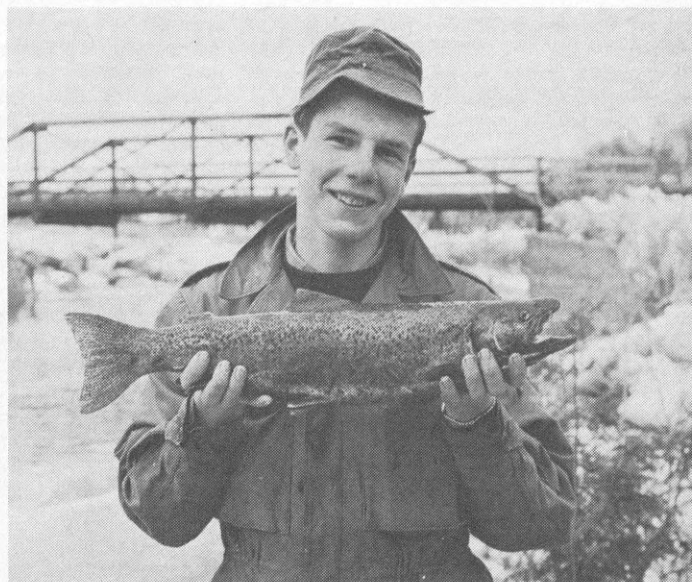
The third is mostly agricultural—potatoes, grains, sugar beets.

The fourth is corn-hog country today; but historically is the section where the Sioux fought hardest only to lose a beautiful country.

The fifth is dairying and cheese and one of the world's best known medical centers.

The sixth is big city; freeways, major league sports, culture, cosmopolitanism, excellent cuisine—and a great many friendly people.

As for the lakes, you can't go anywhere in Minnesota without encountering their wondrous beauty and the recreational opportunities they provide. They're downright "healing." Some of the greatest fresh-water fishing in the world is found in Minnesota. Hundreds of resorts cater to fishermen who seek the walleye and northern pike, muskie, trout, bass and



MINNESOTA BOATING AND FISHING—Boating is a big summer sport in Minnesota (picture at left) with thousands of miles of inviting lakeshore scenery. The boy at the right makes fishing look easy but like everything worth having these days, it takes know-how and/or luck to land a trout this size.

panfish. Name an outdoor sport of any season and you'll find there are Minnesota resorts that cater to it.

So Minnesota has something for everybody seeking work or play. But this year the North Star State is experiencing a first—its first big, BIG national convention of deaf persons. The welcome mat is out and in readiness for you, fellow deaf Americans. Your presence in Minnesota this summer is bound to make our year!

* * *

Always one of the liveliest, most-looked-

forward-to feature of any NAD convention, the Order of Georges Banquet of the 30th Biennial Convention will be held on Thursday evening of convention week this year. Time will be 6 p.m. and, as usual, things will be kept moving at a rapid pace by NAD Director Don Pettin-gill of Seattle, Membership Chairman. Says Don, "Be assured that the food will be great. Greater still will be the program, dedicated to 'Deaf Youth on Parade!'" This will fit in nicely with the NAD Board's decision to activate the

Coats Fund and use proceeds for the Junior NAD. Frank Turk, the GREAT, will address the group and point out the tremendous progress being made in the ranks of the Deaf Youth!" And, says Don, attendance at the banquet this year will not be limited to Georges only, but to anyone interested in deaf youth. The latter category, of course, includes just about every member of the NAD. So make the Order of Georges Banquet a "must" on your Thursday evening schedule.

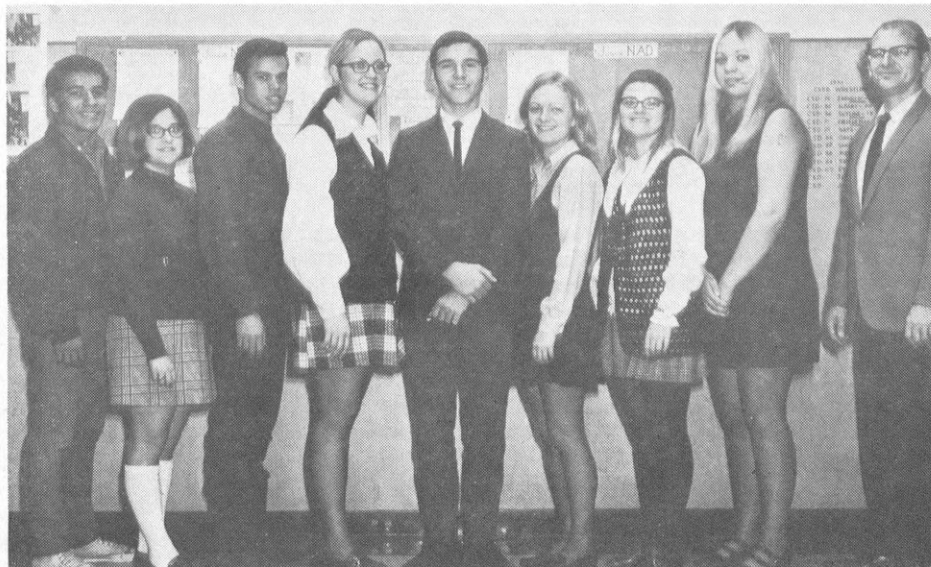


Junior National Association of the Deaf

Promoting the Tomorrow of All the Deaf Youth by Working With the Deaf Youth of Today

Kenneth V. Shaffer, JDA Executive Editor, 3320 Laurel Court, Falls Church, Va. 22042

Berkeley Chapter Has Busy Projects Under New Sponsor



BERKELEY CHAPTER OFFICERS—left to right: John DeNova, sergeant-at-arms; Coleen Stover, reporter; Peter Corveleyn, treasurer; Karen Jones, secretary; Philip Taylor, president; Diana Petersen, vice president; Maralee Blakley, corresponding secretary; Betty Fleck, sergeant-at-arms; and Ken Norton, head sponsor. (Mr. Norton relinquished his coaching responsibilities last year after 19 years, first at the Oklahoma School and later at the Berkeley School. His illustrious record includes champion teams in football, basketball and track and field at several intervals during his coaching career.

This year the Berkeley Chapter of the Junior National Association of the Deaf has started several new projects which have improved the school spirit and the social life at school. Our new sponsor is Kenneth Norton, a high school teacher, who retired from coaching last year.

One of the projects members of the Berkeley chapter initiated was the Christmas toy drive. Many old, usable toys were collected from the students and teachers to be given to poor families of Berkeley and neighboring Albany under sponsorship of the Red Cross. The toy drive was very successful. There were 112 families who received free toys for Christmas. It is predicted that next year's drive will be much bigger.

We sent a donation of \$10 to the California Home for the Aged Deaf for Christmas. We have annually sent a contribution to the aged deaf people.

The Berkeley Chapter is proud to an-

nounce that Ella Mae Lentz and Marlon Kuntze were chosen as our delegates to attend the national convention at Gallaudet College April 15-19.

We are planning to have a carnival on our campus this spring. We have not yet decided when and where it will be. Mr. Norton will borrow the equipment from the Boy Scouts for the carnival. All students and their families, friends, teachers and counselors are welcome to the carnival.

We had a successful cake walk in the auditorium on Sunday, January 25. About 21 girls baked and contributed cakes, cookies, fudges, brownies and cupcakes for the prizes. Each participant paid 10c for each game. Many different kinds of cake walk games were played. Oversized numbers, which were used in the games, were drawn by members of the Jr. NAD. The numbers looked fancy, creative and colorful. Jim Wata won a prize for the

best drawing. A spelling game, conducted by Miss Angela Watson, older girls counselor, was included. The net profit was \$41. This profit helped to send the two delegates to Washington, D.C.

We had a wonderful time and gained a new experience at the cake walk. We wish to thank Mr. Small, Mrs. Thompson and Miss Watson for helping to make the affair possible.—Coleen Stover, chapter reporter.

George Propp Presents Talk On Generation Gap

On December 15, 1969, George Propp gave us a lecture about the generation gap. The Jr. NAD chapter and eighth graders convened in the school basement to listen to his fine speech.

Mr. Propp said that he preferred a dialogue with the students. I think a dialogue is a very good idea. It means the students are expected to communicate with him informally. Some students were amazed because Mr. Propp asked them



George Propp delivering his address on the "Generation Gap" to assembled Nebraska Jr. NADers and invited eighth graders. Mr. Propp is assistant director, instruction, Midwest Regional Media Center for the Deaf, University of Nebraska, and NAD Secretary-Treasurer.

some questions. They didn't expect to communicate with him. I think it is fun to discuss the generation gap in an informal manner.

We think that young people should listen to older people because older people have more experience. Young people like to be aggressive, but they need an adult's advice.

I hope that the Jr. NAD Chapter will have some more speakers at NSD in the future.—Dave Sipp, Nebraska Chapter.

Polish Youth Desires Pen Pals Translation:

My name is Anna and am 16 years old. I would greatly desire to correspond with you.

I realize that you live far away from Poland and perhaps none of you has ever been to Poland. But you no doubt dream about this, just like I dream about a departure to the USA, but it's not likely that this will happen.

Perhaps one of you has already been in Poland and know this country? Perhaps your parents were here?

Poland is a very beautiful country. I live by the ocean and for that reason mostly, I do not travel anywhere in the summer because it is so lovely by the ocean.

I live in my native city of Sopot, where I was born and raised. A great many tourists from Poland and other countries arrive in Sopot. Each year we hold an international song festival.

I would greatly appreciate hearing from anyone who reads this letter of mine as I wish to learn and know your country, at least by letter.

I want to know who you are, where you live, what your name is and what schools you attend. I go to a plastics and art school and am in the tenth grade.

I don't know when this letter of mine will reach you, but it's fall here at this time and the leaves have fallen and we have a light frost already.

I am closing this letter and am awaiting a quick reply.

Your colleague,
Anna Kuczynska

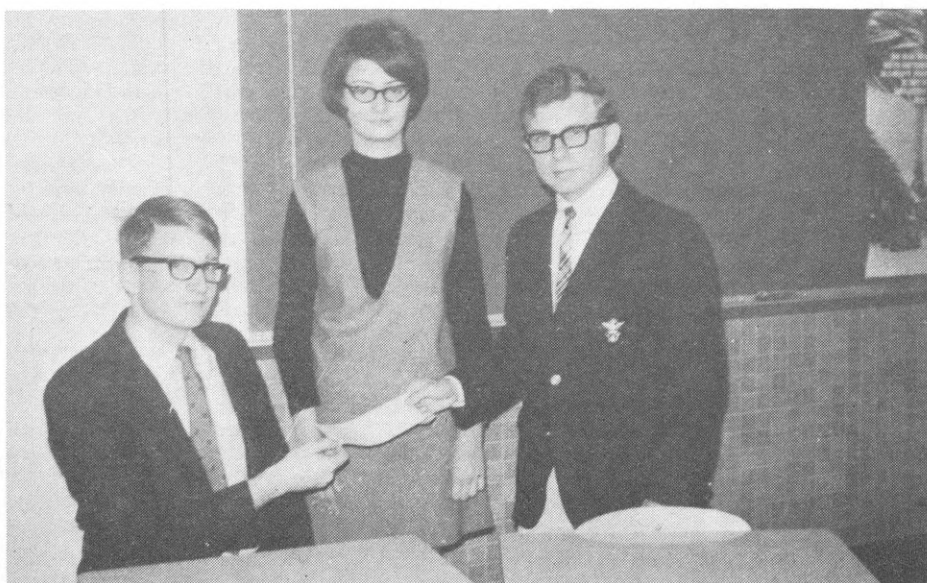
Ul. Grottgera 10/7
Woj. Gdansk
Sopot, Poland

Junior NAD Helps Parent Organization

In line with the Jr. NAD's philosophy of being of service to others, members of the Gallaudet Prep chapter continue to troop out to the parent NAD office every Friday and sometimes on Saturdays and Sundays to assist with such chores as affixing address labels, folding, stapling, licking envelope flaps, sorting and the like.

We venture to say that this voluntary work on the part of the Jr. NADers takes quite a bit of the workload off Executive Secretary Schreiber's shoulders so that he could devote more time to more pressing office matters.

Despite the fact that the NAD Home



CHECK PRESENTED TO LITTLE SIOUX INDIANS—On Friday, December 5, 1969, David Sipp presented a check to President Bob Schiffbauer. The check represented \$25 which was sent to the Little Sioux Indians in South Dakota. Cindy Egger thought up the idea. Her reason for this was to help pay for school supplies and food. The idea was brought up at the Junior National Association for the Deaf Chapter meeting last November. Left to right: Bob Schiffbauer, Cindy Egger and David Sipp at the time of presentation of the check.—Cindy Egger, Nebraska Chapter.

National Deaf Youth Citizenship Training Institute

The purpose of the National Deaf Youth Citizenship Training Institute at Swan Lake Lodge, Pengilly, Minnesota, July 19-August 22, 1970, is to help outstanding deaf students from residential and day schools for the deaf become motivated in the development of a purpose in life while in school. These years are the formative years of their adulthood. There will be heavy emphasis on integration and active community participation. Self-directed programs of learning and becoming will be used in an organized camp setting, utilizing the most workable integrated activities based on a synthesis of the successes of deaf adults who have successfully integrated themselves in the world of the deaf and the hearing. These men and women exhibit life patterns the deaf youngsters should ideally follow and they are those to whom the youngsters are psychologically responsive and receptive.

The importance of community participation in the total growth of young deaf people cannot be stressed enough. This is the one activity in which the deaf young-

sters have little opportunity for exposure and in which a great number of their elders have shown a "traditional" reluctance for reasons of communication difficulty. Among the many long-range advantages anticipated is that the youngsters' personal growth in the total picture will be commensurate with their actual interest and participation in community affairs. Civic pride and interest are excellent weapons to combat self-interest and self-love, which our troubled country can ill afford today.

Furthermore, this will result in a feedback of understanding to the hearing youngsters. As they then enter the adult world, their understanding of the deaf will be a positive factor in alleviating many of the problems faced by the deaf today.

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There is no preschool program in this country that is as world famous as the John Tracy Clinic. The correspondence of this clinic sometimes reaches a staggering 1,700 letters per month and there is no question but that some service has been contributed to parents of deaf children. Because of the clinic some of the parents have come to know each other, which is helpful. There is less of the sense of aloneness and helplessness and parents are given something to hang on to between the time they find out the child is deaf and the time they can get him into a school. Sometimes it is more difficult to be a hearing parent of a deaf child than it is to be the deaf child.

The John Tracy Clinic, named after her deaf son, was an outgrowth of Mrs. Spencer Tracy's feelings about her own child. Dr. Edgar Lowell, its administrator, is a scholarly, erudite, affable person highly spoken of by deaf adults who have come to know him. Both Mrs. Tracy and Dr. Lowell were instrumental in the establishment of the invaluable Leadership Training Program in the Area of the Deaf at San Fernando Valley State College.

While the John Tracy Clinic has made life easier for some parents and their deaf children, this has not been the case for others. Because deaf children are individuals with varying needs and varying stages of readiness, because communication itself is a complicated process, because the children are placed in a situation that lacks flexibility of approach, the needs of many of them have remained unmet. In fact, the high hopes and expectations of some parents have given way to frustration and a sense of failure when they found they were unable to communicate effectively with their children using the Tracy approach.

In terms of the larger picture, where fuller educational, psychological and social developments are concerned, there is nagging evidence that only minimal needs have been met. Keeping in mind that the preschool years are critical in child development, one needs only to evaluate the language and reading abilities of the older deaf. Also, an examination of the type, degree and quality of communication taking place between parent and deaf child will reveal one of the many reasons for the mediocre educational status of the deaf.

Needless to say, the minds of all civilized people are reached by communication in one form or another. When one of the five senses is no longer functioning, substitutes are sought to fill the void. The deaf themselves have found that manual communication is the greatest substitute available. Unfortunately, manual communication has come to be, in the minds of many hearing people, a threat to the development of speech and speechreading skills. In the absence of

one iota of proof, such a fear remains but a theoretical assumption.*

It is critical that we differentiate between communication itself and one aspect of it—speech and speechreading. Deaf children should have to the extent possible the same easy and spontaneous flow of communication that hearing children have. They should be reassured at bedtime without always having to struggle to identify and then to comprehend what is said. They should be able to recognize incidental communication going on at varying distances, at different angles and under changing conditions of light and shadow. To be deaf is frustrating enough without having to add artificial restraints on communication. Without such restraints communication becomes vibrant and meaningful.

In view of the fact that the influential Tracy Clinic's methods are emulated in other preschool clinics throughout the country, one can imagine the positive, far-reaching consequences that will result if the John Tracy Clinic would attempt to utilize a more flexible approach and become innovative and experimental in order to reach the minds of deaf children.

To take such a step would call for action that in some circles might be termed heresy. First of all, an effort should be made to move away from any attempt to make a hearing child out of a deaf child for that is what an overemphasis on speech and speechreading does. The earlier the child learns to accept his deafness and the limitations imposed by it the better it will be for his mental health and emotional well being. Acceptance of their child's deafness should also be part of parent education and they should learn to accept and use manual methods of communication as one of the tools of communication. Parents should be introduced to speaking deaf adults who have used manual communication all their lives as well as to those who have not. They should be made aware that while speech and speechreading and the utilization of residual hearing are important components of a deaf child's total development, they are not the most important. Since deafness is more of an educational than a physical handicap, it is of more consequence that every attempt be made to see that the deaf child develops into an educated human being.

Working from the fact that the child is deaf and therefore must use his eyes more, perhaps, than any other human being on earth, another element of communication with preschoolers should be introduced—manual communication. What is not realized is that manual communication opens a wider door to the deaf child's mind. Moving hands take up a larger spatial region than lips and this

*See the May, 1969 issue of THE DEAF AMERICAN, pp. 38-39.

is easy on a small child's eyes. When one is deaf, one's eyes search for symbols of meaning. The more interesting and attractive the symbols the greater the chance that one will try to identify and associate such symbols with the world around him. Manual communication, because of its flexibility, colorfulness and three-dimensional appearance, can act as a lever to turn the wheels in a deaf child's mind. It can act as a vehicle to arouse a deaf child's curiosity and lead him to the printed words (hands that portray a tiger is but one step removed from a picture of it and the word), thus giving him the vocabulary with which to speechread and to speak. This is a far cry from being told what to say and do and to imitate, parrotlike, what is said.

A poet once wrote, "The child is father of the man . . ." Too many in our field concentrate on the child without bothering to find out how the man—the overwhelming majority, that is—turns out. The parents and the staff of the Tracy Clinic would gain greater perspective and a greater sense of reality if deaf adults who graduated from different school programs were invited to associate with and address them, if pains were taken to see that deaf parents of deaf children were supplied with interpreters and invited to attend the clinic with their preschool children.

Is it not now time for the John Tracy Clinic to develop a more flexible approach? Unlike the recent past there are more multiply handicapped, and the great majority of the deaf are prelingually deaf. Most of them will always have "deaf speech" and they will always be limited in what they can speechread. If it is possible for a segment of deaf children of deaf parents to have as good speech as deaf children of hearing parents and to be superior in academic achievement, what would happen if all the resources of the clinic were harnessed so that manual communication formally becomes a vehicle not only to transmit knowledge and to overcome the tendency of many parents to oversimplify and communicate only what is superficial or absolutely necessary but to foster speech and speechreading skills!

The John Tracy Clinic, because of its wide influence and because it deals with the critical, preschool years of the deaf, will by introducing a flexible method of communication in addition to its incomparable speech, speechreading, and auditory training be taking one small step themselves, a giant leap for the deaf child and for all of us.

* * *

February 9, 1970

Larry Newman has invited me to reply to his article about the John Tracy Clinic. Ordinarily I would decline, because I resolved a number of years ago to stop wasting my energy on the old oral-manual controversy. It is not that I dislike controversy, it's just that the arguments of today seem so inept when contrasted with the really grand exchanges between Heinicke and de l'Epee or between Bell

and Gallaudet. If the eloquent arguments of those earlier days failed to change people's minds about the relative merits of the two systems, I sincerely doubt that our present day efforts will succeed. I resolved to expend my energies in doing a better job with our chosen method.

In this case, Larry has forced me to reply because he has said so many nice things about the Clinic that I have to agree with him. In essence, Larry is suggesting that Clinic become more flexible, which for him means teaching manual communication. This might not be such a bad idea, but not necessarily for the reasons Larry seems to be implying in his article. Communication should be our major goal. The method we use to achieve communication is a matter of individual preference, and I would defend anyone's right to choose either method. Instead we frequently fall into the trap over-generalizing as though things could only be black or white.

For example, I am an oralist but that does not mean that I think all oral education is good and all manual education is bad. I would much prefer to have my child taught by a good manual teacher like Larry Newman, "California's Teacher of the Year," than I would by some of the poor oral teachers that I have observed. I am an oralist, but this does not mean that I am opposed to manualism. Some of you know that Ralph Hoag and I were responsible for the founding of the Registry of Interpreters. I don't know what better evidence I could offer of how important I think manual communication can be. I am an oralist, but I do not think that all deaf children will succeed with an oral education, just as I do not think that all will succeed with a manual education either. In fact, a great many hearing children do not succeed in hearing schools, if we can believe the dropout figures. I quite agree with Larry that most of our oral graduates will have "deaf speech" and there will be a limitation on what they can speech read. They will, however, be able to communicate quite well with their family, close friends and business acquaintances. They will also be able to communicate, even though imperfectly, with those hearing people who are not fortunate enough to understand manual communication.

I do not think that oralism should be blamed for the generally unsatisfactory educational performance of our young deaf students. None of us can be proud of all our results, but to assume that all of the educational problems of the deaf can be laid to oralism is patently ridiculous.

Arguments concerning the superior academic performance of deaf children trained on manual communication from birth does not surprise me at all. Most of them had deaf parents. Who could better appreciate the importance of early language development than a deaf parent? I would bet on them every time, regardless of the method of communication used.

I am not impressed with arguments that parents are frustrated and feel a sense of failure when their child fails in the oral method. All parents, whether their chil-

dren are hearing or deaf, are in for a good deal of frustration and disappointment. Perhaps they always have been; as I recall, Adam was terribly disappointed with the way Cain was treating Abel. It is not that I am insensitive to parental disappointment, I just want to put down the notion that the oral method is to blame for all the disappointments and frustrations of the parents of deaf children.

Larry is suggesting that we take a "giant leap forward" with manual communication. Others say it can be done with a hearing aid, and still others say, "cued speech." If you didn't watch carefully, you could spend all of your time doing what others wanted you to. We instead have chosen to concentrate on trying to improve our work with young deaf children and their parents. We know that it works with some. If we can improve our techniques, perhaps it will work for others.

I don't think for a moment that what I have said has made the slightest impression on anyone who has already developed his own conviction about deaf communication. I don't think it should, but perhaps it has suggested that the issues may not all be black and white, and that each of us ought to be allowed to continue doing our very best at the work we believe in, rather than trying to convince the rest of the world we are right.

Dr. Edgar L. Lowell

* * *

5445 Via San Jacinto
Riverside, California
March 26, 1970

Dr. Edgar L. Lowell, Administrator
John Tracy Clinic
Dear Dr. Lowell:

Thank you for your nice letter. I appreciate the time you took to discuss my article. There are several statements you made that need to be discussed further. I hope you will forgive me if I appear to be emotional which in professional circles is considered sinful. It is far easier, in a parallel sense, for a white man to be less emotional than a Negro person who has gone without a decent meal for several days.

The basic issue in the field of deafness is communication. To pass it off as "an old controversy" or as a "matter of philosophy" is to avoid coming to grips with this basic issue. The grand exchanges between Heinicke and de l'Epee or between Bell and Gallaudet were based on rhetoric. I have tried to make statements based on documented data such as the research of Stuckless, Birch, Meadow, Denton, Hester, Montgomery, Morokovin, Vernon, Quigley, Frisina and Stevenson and on the psychiatric opinions of Mindel, Schlesinger, the reporting of Ridgeway, Kenny, Kohl.*

It should be realized that choosing the "oral" method for the deaf is like choosing the "sighted" method for the blind. In actuality, there is no "choice." Moreover,

*See past issues of this column in THE DEAF AMERICAN.

what choice do the parents at your clinic and the 1,700 parents in the correspondence course have? Freshly stunned by their child's handicap, a handicap that is incomprehensible to them, they are at the mercy of the "Tracy" name. To them, things are black and white, not the graduations of gray we who are couched in deafness 24 hours a day have come to know. What options or alternatives do the little deaf children have? They have to wait until they are grown before their cry is heard. The choice, really, is not between oralism and manualism because there is no such thing as manualism in educational circles. The choice is between one method alone where things are black and white and the use of all methods which take into account the various hues of one's individuality. There is not one iota of proof that rigid adherence to the "oral" method will enable one to communicate with family, close friends and business acquaintances any better than can be done under the method of total communication. The latter lends itself to an atmosphere of relaxation and comfort for the deaf child himself. In addition, the overriding consideration should be the development of minds so that there will be something to communicate.

The ability to communicate is what separates us from the beasts. There is an illusion of communication when a deaf child imitates the word "ball" or follows the command "to jump." Since the oral method is in almost total use during the

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critical preschool years this means there is in actuality little or no effective communication going on. Under such circumstances any human being would wither on the vine. Therefore most of our educational problems must be laid on the doorstep of trying to use the "sighted method for the blind." Every time other methods are employed academic achievement shows dramatic gains.*

The fact that deaf children of deaf parents show superior academic achievement is not simply because deaf parents appreciate the importance of early language development. Few deaf parents can write a grammatically correct sentence, 30% of them are functionally illiterate, 60% of them have an educational achievement of fifth grade or below.* It is all the more remarkable that deaf children of deaf parents are superior academically. It is all the more remarkable for a simple reason: they are in an environment where communication is definite, specific and visible. The point to be brought up is that if educators accepted this fact, if the Tracy Clinic would make use of this fact then deaf children will finally be educated early enough by people who do not have language and reading problems.

The fact that all parents experience frustration is no defense for adding to the frustration one hundredfold. All people experience punishment but this does not justify the Auschwitz concentration camp.

Finally, "the leap forward" resulting from the use of total communication is documented. It is not a matter of "what others want" but what facts dictate. Contextual clues, picture clues, configuration, phonics, phonetics are all used to teach reading. The least that can be done is to try total communication out at the Tracy Clinic thus making available additional evidence for reinforcement or rebuttal of prior research findings.

Sincerely yours,
Lawrence Newman

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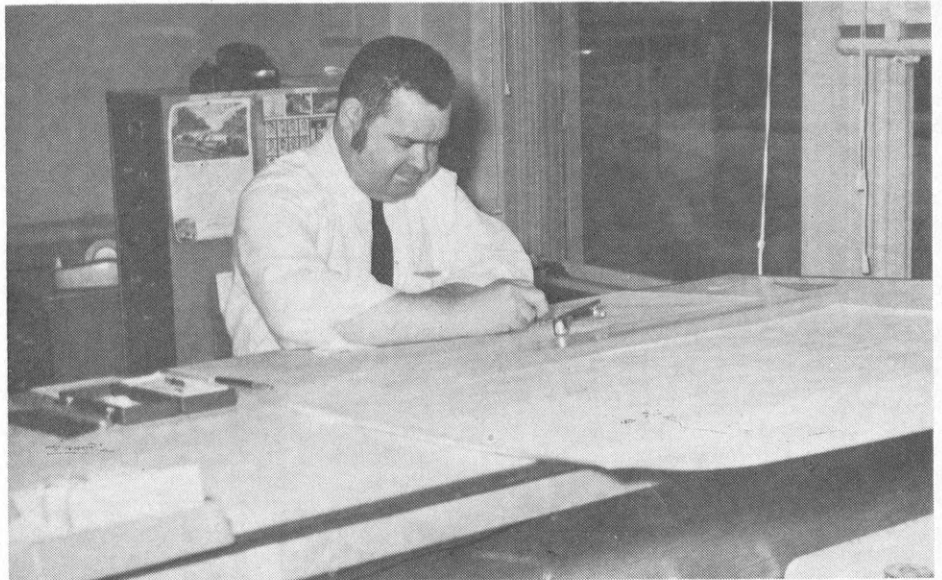
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Deaf Draftsman Does Outstanding Work In Lexington District



Edward Martin is a senior draftsman with the Lexington District of the Kentucky Department of Highways.

Editor's note: The following appeared in the December 1969 issue of KENTUCKY HIGHWAYS:

Edward Martin is proof you can hire the handicapped. He is deaf, but that hasn't stopped him.

Ed is a senior draftsman, assisting District 7 design engineers in the preparation of highway design plans—a job which requires much figuring and concentration.

When he joined the Department of Highways in February 1956, he was a drafting aide. Among his earliest duties were reducing and checking level notes, plotting field profiles, making minor computations, plotting cross sections and soundings and checking and inking cross sections.

It is evident that while Ed has been learning the principles of engineering from the Highway Department, District 7 has also learned something from him. He has taught his language to many co-workers. Most of his fellow employees can communicate with him using the manual alphabet, commonly known as sign language.

Ed also makes a "mean" cup of coffee to get the district office through the days. This is a job that was passed on to him as a new employee 14 years ago and one that stuck.

He was graduated from the Kentucky School for the Deaf in Danville in 1945. In school, Ed trained in the printing department and later worked in several printing plants in Lexington prior to joining the Highway Department.

While in school, he played football as tackle and guard and was the basketball manager.

He is a quiet, friendly fellow, always at ease and the life of the party at District Seven's social functions.

Ed is married to the former Sara J. Turner, also a graduate of the Kentucky School for the Deaf. They have two children, a son and a daughter.

CORRECTION

THE DEAF AMERICAN, March 1970, page 3:

The line to the feature, BE THOU OPENED, which appears at the top of the page should read as follows: (BE THOU OPENED! from the original minutes of the board, May 24, 1864. Drawn by Jonathan Hall.)

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Sketches Of School Life

By OSCAR GUIRE

Gallaudet College's Douglas Craig

Douglas Craig, M.M., was one of the most beloved personalities of Gallaudet College in its history of over 100 years. He was the Negro handyman at the college for many years. I believe that he never worked elsewhere in his life. His birthdate is unknown, but we can make a fair guess from the fact that it was in 1871 when he began his lifelong connection with the college. He died in 1936. It may be assumed that he was born around the time when the Civil War ended and the college was founded.

Craig was found as a homeless waif by Harrison Craigin, a United States Senator from New Hampshire. Since he was totally deaf, of course, he could not say where he lived. So he was brought to Kendall Green.

He attended Kendall School. The schools of Washington were not segregated until many years after the Civil War. During the period of segregation the deaf Negroes of the city were sent to the school for the Negro deaf at Overlea, Maryland. Stegmerten, a white man, who graduated from Gallaudet in 1916, was the superintendent of the school for many years. Several other white graduates of Gallaudet later worked there as teachers.

Craig grew to be a big and powerful man. He did not acquire much education. President Edward Miner Gallaudet did not trust Craig with money. On pay day he did not get all of his salary. Most of it was put in a trust fund to be doled out as needed.

One day Craig entered the president's room and asked for money for a new hat. He was given a lecture on thrift. He was holding his old hat in his hand. He held it out to the lecturer and asked, "Will you wear this hat? You can have it." Gallaudet replied, "All right. I will give you money for a new hat."

Craig cooperated with upperclassmen to play good-natured jokes on new boys. When he was introduced to them as Professor Craig, M.M., he mouthed gibberish at them and used exaggerated gestures.

When new boys arrived, Craig collected two dollars from each of them. He claimed this was for having carried their trunks to their rooms on the fourth floor, which might or might not be true. If a boy balked at paying, he was terrified and forced to pay. Craig kept a careful list of the boys from whom he collected money. He returned it at the end of the school year or sooner in the case of boys resigning earlier.

His initials M.M. were a humorous degree conferred on him by the college boys. Conditions at the college changed and uncertainty developed about the original and true meaning of the degree.

In about 1955 the *Gallaudet Alumni Bulletin* published an article by Roy Stewart

who had graduated in 1899. He explained that M.M. meant Master of Mechanics and that mechanics was considered to be the hardest subject. What he said about mechanics being hard was not true in my time.

In my time (1918) mechanics was required of all freshmen and I found it to be very easy. If properly taught, mechanics can be hard, especially for those who are weak in mathematics. Mechanics cannot be learned well without calculus. My course in mechanics at George Washington University had calculus. The course in mechanics at Gallaudet probably had calculus in Stewart's time but not in mine. At American accredited colleges calculus was usually taken during the sophomore year.

In 1961, the *Silent Worker* published an article by Bert Shaposka about Roy Stewart, who was quoted as saying that M.M. meant Master of Mails.

In my time M.M. meant Master of Manure. When a curious girl asked what it meant, she was told that it meant Master of Mails. Neither meaning was strictly correct in my time.

When President Gallaudet kept a horse and buggy, presumably it was Craig's job to keep the roads clean. But in my time it was not so because President Hall kept an automobile and had a chauffeur. Probably at one time Craig helped with the distribution of mail. I seem to remember reading about him going to the post office on a bicycle for mail and bringing it in.

In my time I never knew Craig to have anything to do with mail; however, he was willing to carry secret messages between boys and girls. He was indeed a master of messages.

People are credulous. They believe myths about many things, including sex. Some of the sexual myths involve an al-

leged anatomical difference between women of one skin color and all other women.

When Craig was a boy attending Kendall School, there was an American Indian girl at the school. Somebody told him that squaws were different from other women. He went to the Indian girl and tried to investigate. For his pains in anthropological research he was severely whipped.

The college boys heard about the incident. They teased him about it until it made him violently angry to be asked about Indians. The sign for "Indian" alone was enough to make him mad.

Upperclassmen tried to coax unwary preparatory boys to ask Craig about Indians. I never saw him asked about Indians but I once saw his temper aroused under different circumstances.

Craig liked to come into the boys reading room and spend a little time with them. He was welcome. They were fond of him. One night during my freshman year I was sitting at the large table near the entrance and reading when Craig came in.

I saw Schneider, a sophomore, tell a prepster to ask Craig about Indians. Craig turned his head and caught Schneider in the act. They both were standing a few feet from me. I do not know if Craig actually saw the sign for "Indian" but it was obvious that he at least knew what the sophomore was trying to do. He froze up and looked steadily at Schneider a long time, at least five, probably ten and possibly fifteen minutes.

All the boys in the room stopped reading or talking. They watched and waited to see what would happen. Schneider became nervous. He finally went upstairs. Craig went out of the building without saying anything.

In 1920 or 1921, Craig finally decided to take a wife. The wedding took place in a small church for Negroes. The whole college community attended; the faculty, boys, girls and the help attended. The faculty allowed the boys to escort the girls. The church was packed solid. The



Douglas Craig, legendary Negro of Kendall Green, and his wife posed for this picture in front of College Hall.

minister was a hearing man. President Precival Hall served as interpreter.

In 1930 or 1933, when the alumni of Gallaudet held a reunion at the college, they suddenly decided to call on Craig and his wife. They bought ice cream and cake and went in a body to their house.

When I was at Gallaudet (1916-1925), Craig was still working, but he was not his old lively self. He did not mouth at the preppers or collect money from them. It was a good time for the alumni to honor their beloved Negro friend with a call at his home for he did not live much longer.

Dean Detmold Resigns; To Remain On Faculty

President Edward C. Merrill, Jr., of Gallaudet College has announced the resignation of Dean George E. Detmold, effective the beginning of the 1970 academic year. The dean of the College resigned to return to teaching and will remain on the Gallaudet faculty.

During Dr. Detmold's tenure as dean, Gallaudet College experienced its greatest growth, undergraduate and graduate enrollment increased from 254 in 1952 to 1,021 in 1969 and the faculty expanded from 40 to 237.

Dr. Detmold was responsible for the development of the curriculum which made accreditation of Gallaudet in 1957 by the Middle States Association of Colleges and Secondary Schools possible. Under his administration the electronic data processing laboratory was established and consequently an entirely new professional field for the deaf opened.

The construction and design of the Gallaudet College Auditorium and the development of the Department of Drama were under the direction of Dean Detmold.

The retiring dean received his A.B. degree in English from Cornell University in 1938. He was elected to Phi Beta Kappa during his senior year. In 1940, he received his A.M. degree in English and his Ph.D. degree in English in 1943, both from Cornell. In 1952, he was awarded a professional diploma in higher educational administration by Teachers College, Columbia University.

He served as an assistant in English from 1939 to 1942 at Cornell; acting assistant dean of the College of Arts and Sciences at Cornell in 1945; instructor in English at Cornell from 1945 to 1947; assistant professor of English at Wells College from 1947 to 1951; assistant of admissions at Teachers College, Columbia University from 1951 to 1952; dean of instruction at Gallaudet from 1952 to 1953 and dean of the College since 1953.

During World War II Dr. Detmold served in the United States Army, principally on the mainland of China where he was assigned to the Chinese Training and Combat Command.

Dr. Detmold and his family live in Kensington, Md.

Project DAWN (Deaf Adults With Need)

June 22-July 17, 1970

Special and Rehabilitative Education Department
San Fernando Valley State College
Northridge, California 91324

The major purpose of PROJECT DAWN may be found among the suggestions in the Report of the National Conference on the Education of the Deaf (1969).

"The deaf themselves should be given leadership training and opportunity at the Federal, state and local levels with support for leadership training workshops and advanced study. The deaf should take part in planning and executing new programs."

Specific Purposes of Project DAWN:

1. To train deaf persons around the nation to take paraprofessional roles in Adult Basic Education Programs which could serve eligible deaf citizens.

2. To acquaint deaf personnel with the wide range of Adult Basic Education Programs available in most major cities.

3. To prepare qualified deaf persons to teach Adult Basic Education classes for the deaf.

4. To develop techniques for organizing community action and recruiting for Adult Basic Education classes.

Prerequisites:

The applicant must:

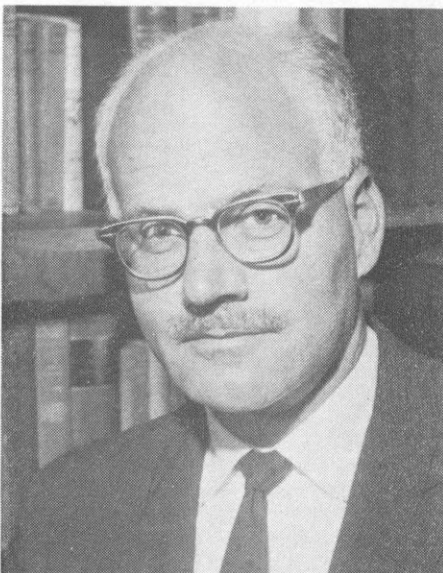
1. Be a hearing impaired person.
2. Possess a high school diploma or its equivalent.
3. Show involvement in upgrading the educational levels of the deaf.
4. Have an expressed interest in his local Adult Basic Education Program.

Course Information:

Philosophy of Adult Basic Education
(2 units)

Group Dynamics (2 units)

The four units of credit may be earned on the undergraduate or graduate level. The class day is from 8-4 p.m. with an occasional evening activity.



Dr. George Detmold is retiring as dean of Gallaudet College but will remain on the faculty as professor of English.

Stipends:

Stipends are available for participants and their dependents as well as travel expenses.

\$75.00 per week for each participant

\$15.00 per week for each dependent

Travel expenses to and from the Project (not daily travel)

Tuition is covered by the grant.

(A dependent shall be deemed to be an individual who receives or is treated for Federal income tax purposes as having received one-half or more of his support from the trainee and is either (1) his spouse, or (2) a person from whom the trainee received a dependency allowance for Federal income tax purposes on the current tax return—Adult Education Act of 1964.)

Housing:

Plans are underway to provide adequate and moderately priced housing for the participants. Room, board and local travel is the responsibility of the participant.

Interpreting Services:

Interpreting services will be provided.

Notification of Acceptance:

Participants will be notified by May 20, 1970, of their acceptance for PROJECT DAWN.

If interested write for an application as soon as possible:

Carl J. Kirchner, Director, PROJECT DAWN

San Fernando Valley State College

Monterey Hall 324

18111 Nordhoff Street

Northridge, California 91324

Phone: (213) 349-1200, Extension 1540

PROJECT DAWN is made possible through Federal funds under Section 309 of the Adult Education Act of 1966, Bureau of Adult, Vocational and Library Programs, Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C.

Note: Application deadline: May 15, 1970.

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The program booklet for the 30th Biennial Convention of the National Association of the Deaf will go to press in a few short months. If you wish to insert an ad or a message or an announcement, contact:

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Los Angeles Wins Fifth Consecutive AAAD Cage Title

Led by Leon Orlient Grant, 6-8 center who was again named Most Valuable Player, the Los Angeles Club of the Deaf defeated host Oakland in the finals of the 26th annual American Athletic Association of the Deaf National Basketball Tournament on April 4. The Dons thereby won their fifth consecutive title.

Tournament results:

First Round

Los Angeles 85
Jackson, Miss. 75
Minne-Paul 83
Portland, Ore. 68
Washington, D. C. 82
Union League (NYC) 104

Oakland 109
Madison, Wis. 83

Semifinals

Los Angeles 67
Minne-Paul 63
Union League 67
Oakland 69

Championship

Los Angeles 95
Oakland 75

Third Place

Minne-Paul 81
Union League 80

Consolation Games

Jackson 81
Portland 72
Washington 99
Madison 77

Jackson 79
Washington 74

(Sixth Place)

Portland—Seventh Place
Madison—Eighth Place

(selected by committee)

All-tournament first team: Grant (LA), Lyons (Oakland), Williams (UL), Fuechte-mann (M-P), Robinson (Jackson). Second team: Cain (LA), Johnson (M-P), Kaleta (Washington), G. Hendrix (Oakland), Scherneck (Madison).

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This is what Aspen is all about. Unmatched skiing by day. Unforgettable nights. And anything else your imagination will allow.

So come to Aspen—and get your Aspenglow. But be warned in advance: It lasts forever.

We got our Aspenglow when we were at Aspen in the ski country USA for one whole week, February 14 through 21, 1970, and enjoyed every minute of it. This is where the second convention of the National Deaf Skiers Association took place. The first was at Park City, Utah, in 1968. Plans are for conventions to take place every other year. The next convention will take place somewhere in Vermont in 1972.

The Wildwood Inn at Snowmass was

headquarters of the second convention which attracted some 150 deaf skiers from all over the country, and some eight deaf skiers from Canada. Lessons and free skiing were on the agenda daily, with slalom races scheduled Wednesday and Thursday at Snowmass, and downhill run races at Aspen Highlands on Friday.

The convention was hosted by the Denver Ski Club of the Deaf, with Jerry Moers serving as general chairman, Francis Mog in charge of room reservations and James Liese in charge of races. They all did a very commendable job.

We were there as representative of the United States World Games for the Deaf Committee. Herb Schreiber also was there representing the AAAD. And we were there for three reasons: 1) to see what the ski life is like, 2) to find out if we have skiers for the VII World Winter Games for the Deaf which will take place at Adelboden, Switzerland, January 23-30, 1971, and 3) to get the NDSA to co-operate with the AAAD and its World Games for the Deaf Committee when it comes to the selection of skiers for the Winter Games for the Deaf.

We have been asked repeatedly: "Why don't you take up skiing?" We may someday. We are in accord with Barry Strassler when he said skiing achieves many purposes. First, it is an excellent form of exercise where one does not have to exert oneself to the point of exhaustion. Second, the fresh cold country air is a pleasant change from the polluted city air and the stagnant smoke-filled air in the offices where we work. Third, one senses a feeling of accomplishment in mastering the various skiing skills on the slopes and trails. Fourth, skiing brings us out to the country on winter weekends when we ordinarily would stay at home due to cold weather. Fifth, new friends are made in skiing as fellow skiers easily create an atmosphere of belonging, a bond

that is always beneficial. Sixth, one easily relaxes and forgets his personal problems during a ski-filled weekend.

We were greatly surprised to discover that a great many deaf people can ski very well. And an official of the United States Ski Association said so, too. He was with us for three full days. He also attended the meeting and gave a brief talk. It was interesting to note a few deaf persons taking up skiing for the first time. Skiing is not an easy sport to learn. One must take lessons to master the fundamentals and to make S-turns. Once he grasps the basics of the lessons, he can only be amazed at his rapid rate of improvement in negotiating these once-terrifying steep and bump-filled slopes. He may feel very frustrated at the beginning, taking bad spills all the time and looking helpless as skis get entangled while wondering if it is worth all the trouble. This feeling of despair disappears and confidence soars at each weekend he sees himself improve. Skiing is not a sport confined to strong, young healthy bodies. There are two-year-old tots and sixty- or seventy-year-old people on the slopes. There are people basking in their golden years, "roughing" it up there. Also, there are blind skiers and amputee skiers!

There are three Alpine ski racing events. In each the racers go one by one—a minute apart—and are timed. There is the downhill, where skiers race from the top of a mountain to the bottom. With speeds of 60 to 80 miles an hour commonplace, it is the daredevil event, romantic with danger. Special Slalom is the finest event for skiing epicures. Here are racers go only several hundred yards, but they must zig-zag through pairs of poles called "gates," which are placed down the mountain in very rapid succession requiring many turns and often sharp changes in direction. Giant Slalom, the grueling, high-speed test of both skill and strength,

is a sort of cross between slalom and downhill. Wider gates are set much farther from each other, the course extends a mile or more down the mountain.

On three warm sunny days 8 women and 34 men participated in the second national championships, hoping to be selected for the USA Deaf Ski Team for the forthcoming Winter Games for the Deaf. The national championships produced four outstanding women and four men skiers who most likely will be selected for the USA squad. They are Diane Sigoda of Bronx, N.Y.; Prudence Ainslie of Edina, Minn.; Barbara Hayes of Seattle, Wash.; Susan Stokes of Logan, Utah; Richard Roberts of Gloversville, N.Y.; Scott Sigoda of Bronx, N.Y.; Bob Holmes of Spokane, Wash., and Larry Ottem of Minneapolis, Minn. Both Roberts and Scott Sigoda skied on the first USA Deaf Ski Team in World competition at Berchtesgaden, West Germany, in 1967.

Scott Sigoda did very well in both the Giant Slalom and Downhill Run, and could have done better in the Slalom had it not been for a loose ski. In the first run he was skiing well until one ski became loose. However, on his second run, Scott turned in the fantastic and fastest time but it was not good enough to place him among the top winners.

Following are the official results of the first six places in each event:

Slalom 2/18/70 Women		
1-Barbara Hayes, Washington	-----	1:11.2
2-Diane Sigoda, New York	-----	1:15.3
3-Prudence Ainslie, Minnesota	-----	1:18.3
4-Susan Stokes, Utah	-----	1:22.3
5-Marcia Boardman, Colorado	-----	1:25.0
6-Laureen Rousseau, Canada	-----	1:26.5

Men		
1-Richard Roberts, New York	-----	1:08.2
2-Larry Ottem, Minnesota	-----	1:09.0
3-Dan Miller, New York	-----	1:20.5
4-Bobby Skedsmo, California	-----	1:23.6
5-David Jarashow, New Jersey	-----	1:24.3
6-Robert Hoagland, Colorado	-----	1:24.5

Giant Slalom 2/19/70 Women		
1-Barbara Hayes, Washington	-----	2:23.9
2-Prudence Ainslie, Minnesota	-----	2:31.1
3-Marcia Boardman, Colorado	-----	2:37.8
4-Belle Reeder, New Jersey	-----	2:42.2
5-Susan Stokes, Utah	-----	2:43.6
6-Diane Sigoda, New York	-----	2:44.3

Men		
1-Larry Ottem, Minnesota	-----	2:17.1
2-Scott Sigoda, New York	-----	2:17.8
3-Robert Holmes, Washington	-----	2:23.0
4-Richard Roberts, New York	-----	2:24.5
5-Robert Hoagland, Colorado	-----	2:25.8
6-Bobby Skedsmo, California	-----	2:29.4

Downhill 2/20/70 Women		
1-Diane Sigoda, New York	-----	1:46.7
2-Prudence Ainslie, Minnesota	-----	1:47.9
3-Barbara Hayes, Washington	-----	1:55.75
4-Susan Stokes, Utah	-----	2:00.0
5-Laureen Rousseau, Canada	-----	2:05.7
6-Marcia Boardman, Colorado	-----	2:09.5

Men		
1-Richard Roberts, New York	-----	1:36.9
2-Scott Sigoda, New York	-----	1:38.8
3-Robert Holmes, Washington	-----	1:43.55
4-Richard Cornish, California	-----	1:43.80
5-Herbie Belile, Minnesota	-----	1:45.35
6-Robert Miller, New York	-----	1:45.75

Meeting Notes: It seems that everyone attending the ski convention was present at the meeting . . . The name of the ski group has been changed to UNITED STATES DEAF SKIERS ASSOCIATION . . . The objectives of the association are: 1) to promote skiing among the deaf and hard of hearing in the United States; 2) to hold conventions and similar gather-

ings on the national and regional levels where deaf skiers may meet for fellowship and competition; 3) to encourage ski racing among the deaf and sponsor national and regional races for deaf skiers, with sanction and confirming to rules of appropriate agencies governing national and international competition and 4) to assist in any way possible the selection, organization and training of United States deaf ski teams for international competition . . . The association voted to affiliate with the American Athletic Association of the Deaf, Inc. . . . There is no question the AAAD will welcome affiliation since the new federation is growing and the AAAD should gather it into its fold so that it can direct its energies and growth . . . Simon Carmel reported that the first cross-country ski touring workshop for the deaf was held at the American School for the Deaf in West Hartford, Conn., on November 22, 1969. It was open to all interested deaf students and parents, as well as adults. The workshop included lectures on the basic elements of cross-country skiing as well as demonstrations of equipment and waxing techniques. A film of the cross-country racing was shown. The lecturer was Jim Shea, a former member of the USA Olympic and Biathlon Ski Teams. This workshop, sponsored by United States Eastern Amateur Ski Association (USEASA) Committee for Deaf Skiers under Simon Carmel, chairman, was arranged by Miss Nancy Lawrence who teaches physical education at the American School for the Deaf, and Jim Shea . . . There are five ski clubs of the deaf in the United States. They are Denver Ski Club of the Deaf, Gallaudet Ski Club in Washington, D.C., area, Ski-Wik Ski Club of the Deaf of Oregon and Washington, Michigan School for the Deaf Ski Club and Southern California Ski Club of the Deaf . . . The members were advised not to miss seeing two excellent ski films at their neighborhood movie theatres: "Downhill Racer" and "On Her Majesty's Secret Service" . . . The new federation would like to see the World Winter Games for the Deaf held in the USA. Reasons brought out were that they would show the hearing people their skiing ability. European skiers would like to get an idea of the snow condition in the USA, the friendship and sportsmanship of our skiers, and the promotion of the interest of skiing among the deaf. It appears that there could be a genuine offer of New York's Lake Placid to hold the games in 1975. Of course, the bid must be presented to the CISS through the AAAD and its WGD Committee. Lake Placid, for your information, was the site of the Winter Olympics in 1932 . . . Election of new officers was hotly contested. Officers elected: President, Joe Cohen of Greenbelt, Md.; first vice president, Rea Hinrich of Denver, Colo.; eastern vice president, Simon Carmel of Rockville, Md.; western vice president, Jim Liese of Lafayette, Colo.; secretary-treasurer, Bobby Skedsmo of Maywood, Calif.; and four directors-at-large, Jerome Moers of Denver, Colo.; Dale Noll of Dedham, Mass.; Arlyn Meyerson of Detroit, Mich.; and Melvin Schwartz of Inglewood, Calif.

We were excited when Tammy Marcinuk showed up at the convention because we would have a chance to watch her in action, but we were very much disappointed because she broke her leg while skiing down the tricky Aspen Mountain just a day before the races started. Her injury was not serious and she will be able to resume skiing in June. Tammy was the winner of two gold medals at the 6th World Games for the Deaf in Berchtesgaden, West Germany, three years ago, and she also was the triple winner at the second European Alpine Deaf Ski Race championships which took place at Westendorf, Austria, in 1968. This 21-year-old Fitchburg, Mass., lass also easily won both the giant slalom and the special slalom at the first Eastern Deaf Skiers Race Championships held at the Haystack Ski Area in Wilmington, Vt., January 31-February 1, 1970, under the sponsorship of the United States Eastern Amateur Ski Association Committee for Deaf Skiers. Tammy is now attending the Boise State College in Idaho, where she still trains skiing under the excellent ski coach.

Four other top women deaf skiers also are students—Susan Stokes at Occidental College in Los Angeles, Prudence Ainslie at Utah State University in Logan, Barbara Hayes at Roosevelt High School in Seattle and Diane Sigoda at the New York School for the Deaf in White Plains.

While at the convention we learned that even when the regular lift is over, some areas don't call it quits. They take portable tows up onto glaciers and permanent snowfields and open their doors to those looking not only for an extended season, but for racing instruction.

Ostensibly, the ski camps are aimed at junior racers. But skiers from six to 60 are usually welcome—if they can take the pace: up at dawn, steep, steep courses, completely supervised activities. The coaches form an impressive list of skiing greats.

Pepi Gramshammer, Eric Sailer and Anderel Molterer will conduct their tenth International Summer Racing Camp at Red Lodge, Mont., this year. It is likely all of those five top deaf women skiers will be there so as to be in top condition for the next Winter Games for the Deaf at Adelboden, Switzerland. Guest coaches at the camp include Trygve Berge, Norway national champion, former Olympian, top 10 professional and ski school director at Breckenridge, Colo.; and Christian Pravda, FIS world champion, Olympic medal winner, 12 times Austrian national champion, winner of the Harriman Cup and ski school director at Eagle Nest, N.M.

Red Lodge is on U.S. Highway 212, sixty miles south of Billings, Mont., and approximately a two-hour drive from the northeast entrance to Yellowstone National Park. The area has year-round glacial snow fields on the Twin Lakes Headwall of the Beartooth Mountains. The camp is serviced by modern lifts and the 10,000 foot terrain has conditions for slalom and giant slalom training with

mile-long runs that boast a vertical drop of 1,600 feet.

Four 10-day sessions will begin June 5 and continue through July 18. The camp does not require participants to have had previous racing experience and accepts both beginning and advanced racers.

All in all, we were greatly impressed with the work the United States Deaf Skiers Association is doing for deaf skiers. Simon J. Carmel is to be complimented for a tremendous job in keeping this group organized and active and everyone has a lot to talk about this new federation.

Skomorokhov: A Champion in Silence

This is the caption of a story about Skomorokhov, the sensational Russian deaf hurdler, written by Jon Hendershott, which appeared in the Track & Field News for February 1970. At last we have a full story on Skomorokhov and it should be recorded in this column for reference purpose. The article:

When Vyacheslav Skomorokhov breasted the finish tape of the European Championships 400-meter hurdles at Athens last summer, the gregarious Greeks cheered lustily for the Soviet. But Skomorokhov never heard the cheers—nor could he verbalize his joy at winning. He is a deaf-mute.

That 49.7 victory—over Olympic bronze medalist John Sherwood of Britain among others—served to nail down the number one position in the 1969 World Ranking

for the 29-year-old Ukrainian. The season's fastest time of 49.1 helped, too. A near-perfect season was marred by a single loss, in a fast-mass finish at Los Angeles. But an otherwise brilliant year put Skomorokhov atop the ranking of one of track's most technically demanding events.

It is fact that a deaf person's physical coordination can often be greatly affected by his lack of hearing. Perception and balance can also be influenced. For an athlete, then, to hurdle at all, let alone well enough to win the European title and to lead the world, is a tribute to that athlete's determination.

Starobelsk is a small town in the Ukraine region of the Soviet Union and the people of the town know each other very well. It was rather surprising, then, when physical instructor Vsevolod Brovarenko noticed tall, 18-year-old Vyacheslav Skomorokhov intently watching young athletes at practice day after day in 1959. Brovarenko knew, after all, that the young foundryman was deaf. Yet he seemed acutely interested in all the athletic goings-on.

Brovarenko asked the youth one day if he would like to try running and after considerable coaxing, young Skomorokhov indicated he would like to try the hurdles. There was one condition, though—that he would run after everyone else had left. That first run took 19.2 seconds over the 110-meter hurdle distance but the thing that amazed Brovarenko was that the youth cleared every hurdle cleanly and

didn't knock over one. Brovarenko took Skomorokhov under his wing and taught him everything he knew about hurdling.

In 1960, Brovarenko asked former European high hurdles winner (1954) Vevgenty Bulanchik to take over the youth's training and Bulanchik agreed. He worked with Skomorokhov for two weeks and then the youth returned to his hometown. He had a notebook full of "homework" from his new coach and the two exchanged letters constantly. They got back together after a year and Bulanchik was amazed at Skomorokhov's progress: he clocked 14.4 after a previous best of 16.9.

Skomorokhov continued to work hard but his time stayed in the 14.4 bracket. Bulanchik finally realized that it was because of the hurdler's start; he couldn't hear the gun and thus started behind everyone else.

Painstakingly, Skomorokhov then taught himself to react with his opponents. His time dipped drastically to 13.9. Suddenly he was a world-class high hurdler.

In 1965, Skomorokhov turned in the season's fastest 200-meter low hurdles time of 22.8 to win his first national title and tie Vasily Anisimov's USSR record. He also competed in the "big" meet against the United States, running fourth in 13.9, just a tenth behind veteran Anatoliy Mikhailov. Skomorokhov tried the intermediates that year, too, getting down to 52.0. A non-track opponent twice got the best of him as he had two operations for appendicitis.

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Skomorokhov advanced to the final of the 1966 European Championships high hurdles and placed seventh in 14.1, the same time as fifth place. National coach Gavril Korobkov, however, felt Skomorokhov's real forte was the intermediates.

The next year, he ran the race only once but that performance confirmed Korobkov's feelings: Skomorokhov turned in a 50.1, the season's third-fastest metric clocking. They decided Skomorokhov would shoot for the medium barrier race in the 1968 Olympics.

Although relatively inexperienced in a race which demands acute senses of timing and balance, Skomorokhov showed the same determination as that day in 1959 when he first attacked a barrier. He won the 1968 Soviet title and got below 50-seconds for the first time in an Olympic warmup meet at Mexico City, clocking 49.7. At the Games themselves, he hurdled 50.7 for third in his heat and then showed more of his grit in the semi, outrunning experienced Gary Knoke in the stretch to gain the final. His 49.6 was the slowest time of the finalists but Skomorokhov's determination seemed to make up for his lack of speed—if 49.6 can be called slow.

In that record-shattering final, only one man kept up with Britisher Dave Hemery's suicidal pace: Vyacheslav Skomorokhov. It wasn't until the seventh barrier that the Soviet began to drop back but he rallied strongly in the stretch and ran away from hurdlers the class of Ron Whitney, Rainer Schubert and Roberto Frinoli to place fifth in a national record 49.1. Despite missing a medal at Mexico, Skomorokhov was rewarded with sixth in the World Ranking, the first year he had been ranked.

Established as one of the world's top one-lap hurdlers, Skomorokhov started off 1969 with class, clocking 49.9 in early June. But at the Los Angeles international, he slipped to fifth behind Nick Lee, Sherwood, Knoke and Ralph Mann. A month later, he claimed his second USSR title in 49.1, equaling his national record and the fastest time ever run at sea-level and establishing a season's fastest clocking. He went to Athens at least an equal favorite with Sherwood and West Germany's Schubert and Gerhard Hennige.

Even if the Germans had been able to compete, they would have a tough time with the determined Skomorokhov. He clocked 50.9 in his heat and then repeated his Mexico strategy in the Athens final. He rocketed through the first 200 in much the same fashion as Hemery did at Mexico, rhythmically clicking off 15 strides between barriers. The supposed disadvantage with leading with the right leg had no bad influence on Skomorokhov as he overwhelmed the field for his 49.7 win. Sherwood finished four-tenths back.

About the race, Skomorokhov indicated, "What gave me confidence was the Tartan track which favors fast starts. I always like to start fast in order to secure some margin at the beginning of the homstretch. I have always run this race with 15 strides between hurdles and controlling my rhythm. Thus I hope to force my com-

'New Horizons'

For a year now, Mrs. Samuel (Rebecca) Judd has been sign-singing before people Mrs. Ivie H. Jones' "New Horizons" mostly in churches of a few different denominations, in the Los Angeles area, following a hearing lady who faced her and who sang vocally. Reports were that the audiences were deeply moved at the spectacle of a deaf woman rendering the song in graceful signs, as well as at the impact of the words of the song.

The song was composed by Mrs. Jones, mother of Dr. Ray L. Jones, director, Leadership Training Program, Northridge, Calif. Dr. Jones got his mother so interested in his work with the deaf that she was inspired to produce the song which follows: (Words by Ivie H. Jones, music by Ivie H. Jones and Maurine Brimhall, copyrighted by LeConte Music Company, Provo, Utah).

Dedicated to: Boyce R. Williams, whose vision, example, and effort have helped to open New Horizons for deaf persons throughout America.

No one knows the loneliness
And no one knows the fear . . .
No one knows the handicap
Like those who cannot hear . . .
We cannot hear the song of the bird,
Nor a baby's hungry cry . . .
We cannot hear the Church bells ring,
Nor a mother's lullaby . . .
We cannot hear the voice of a friend,
Nor sound of the buzzing bee;
But thanks to Him who gave us life,
He gave us eyes to see . . .

No one knows our gratitude
To those who hear and care . . .
No one knows the hope they've brought
To deaf folks everywhere . . .
Even the air we breathe seems to change
As we view this bright new day . . .
Hope has replaced our lonely fear,
New Horizons light our way . . .
Thanks to men of vision and faith
We now can communicate . . .
And thanks dear Lord this help has come
Before it was too late . . .

Now we know what we must do
Our future is quite plain . . .
Education is our goal
More knowledge we must gain . . .
We need to take our place in this life,
Not lament we cannot hear . . .
And not let others think for us,
Every day, and month and year . . .
We have the pow'r this challenge to meet . . .
To be what we want to be . . .
Our thanks to Him who gave us life,
He gave us eyes to see . . .

petitors to break stride at the end. This time I succeeded. I often finish exhausted but that is my way of running. I'm too old to change. I am very happy to bring the European championship back to the Soviet Union more than 10 years after Yurty Lituyev won in 1958. Now I am looking forward to Munich." Vyacheslav Skomorokhov has amply proved that he will have a lot to say about the finish of the next Olympics he runs in.

Vyacheslav Skomorokhov was born October 4, 1940. He stands 6' $\frac{3}{4}$ " and weighs 168-lbs. Progression:

Year	Age	110 HH	200 LH	400 IH
1961	21	14.4		
1962	22	14.4		
1963	23	14.3		
1964	24	14.4		
1965	25	13.9	22.8	52.0
1966	26	14.0		51.6
1967	27	13.9	23.3	50.1
1968	28	14.1	23.0	49.1
1969	29			49.1

Commission Offer Extended

Cooperating Member (state) Associations of the National Association of the Deaf can continue to earn \$1.00 for each new subscription to THE DEAF AMERICAN (and 75c for each renewal) indefinitely. For details write the Editor.



Stalling Along...

by **STAHL BUTLER**

215 Bessemaur Drive

East Lansing, Michigan 48823

February 18, 1970, The **Mississippi Lloyd**, Persian Gulf, Asia:

For one who reads the sports pages during the baseball season, a fine present would be "The Third Fireside Book of Baseball," by Charles Einstein and published by Simon and Schuster in New York. This large volume brings us up to date on our outstanding baseball players, their unusual games and the best stories about baseball. I received this fine book as a retirement present and have it with me on this trip. I am enjoying it very much. The following is a quotation:

"You know, there were a lot of little guys in baseball then. McGraw was a fine ballplayer, and he couldn't have been more than five feet six or seven. And Tommy Leach with Pittsburgh—he was only five feet six, and he couldn't have weighed more than 140. Dummy Hoy was even smaller, about five-five. You remember him, don't you? He died in Cincinnati only a few years ago at the age of ninety-nine. Quite a ball player. In my opinion Dummy Hoy and Tommy Leach should both be in the Hall of Fame.

"Do you know how many bases Dummy Hoy stole in his major league career? Over 600! That alone should be enough to put him in the Hall of Fame. We played alongside each other in the outfield with the Cincinnati club in 1902. He started in the big leagues way back in the 1880's, you know, so he was on his way out then, and I had been up just a few years, but even that late in his career he was a fine outfielder. A great one.

"Did you know that he was the one responsible for the umpire giving hand signals for a ball or a strike? Raising his right hand for a strike, you know, and stuff like that. He'd be up at bat, and he couldn't hear, and he couldn't talk, so he would look around at the umpire to see what the pitch was, a ball or a strike. That's where the hand signs for the umpire's calling balls and strikes began. That's a fact. Very few people know that."—"The Glory of Their Lives"

by Lawrence S. Ritter, Ph.D., for Sam Crawford.

* * *

Mrs. Butler and I are on a trip around the world. Three more columns will be mailed from foreign ports before we get home in June.

We were surprised at the coolness of the weather of the South Atlantic Ocean, even near the equator. The explanation is the prevailing wind from the south.

We were anchored in the Capetown harbor for 13 hours for the replacement of a "piston cover." A supply of motor parts is carried on the ship.

Capetown was especially beautiful when we pulled out just after dark. The lighted streets on the side of the mountain gave the appearance of a lighted stadium.

* * *

The Mississippi Lloyd, Djakarta, Java, Indonesia, March 12, 1970:

As we approached the Persian Gulf, Asia, this notice appeared on our bulletin board: "In most of the countries in the Persian Gulf area the use of cameras is looked upon as declinatory and in some places strictly forbidden. Therefore, in order to avoid friction with local authorities, taking ashore of cameras shall be prohibited."

There are nine small kingdoms, each ruled by a sheik, pronounced "sheek." The Los Angeles **Times News** states that these nine men are "among the last of the absolute rulers left on earth." They have been meeting regularly for the past two years, trying to form a federation. Their need is crucial because "Britain ends its protectorate and pulls its 5000 troops out of the Gulf by the end of 1971."

This is oil country. I understand that the local people do not have to work, and that our stevedores represented many distant tribes and came here for employment, many carrying their blankets and cooking utensils. Their differences in background were evident by their differences in dress.

* * *

With much gratitude to the automobile

workers, who have supported our Michigan program so well for so many years, through the Michigan United Fund, I report the following about one foreign market.

We unloaded 15 Oldsmobiles at Abu Dhabi, five more at Dubai and there are more on the ship. We were much interested in the young men and boys examining every detail of each car. We saw an adult sitting behind a wheel, pretending to drive. A group gathered around one machine and spent some time blowing the horn, operating the windshield wipers, putting the windows up and down electrically, and playing the radio. Five or six stevedores tried without success to push a car. Obviously the car was in gear or the brake was on. When a stevedore moved a car under its own power, he was surrounded by a group of consultants, each giving directions with much shouting and waving of arms. And there was clashing of gears. Really, Michigan had arrived again at the Persian Gulf.

* * *

Baldwin Pk., Cal.—A 68-year-old partly deaf woman, standing on the tracks and unaware of an approaching Southern Pacific train was snatched from sure death by the engineer himself! When he first saw her, he applied the emergency brake to slow the engine down, climbed out of the cab to the cowcatcher in front and as the train came within inches of her gave her a mighty shove off the tracks!"—The Spotlighter.

* * *

A deaf man retired from the U.S. Air Force? He was Gunnar E. Rath and he received a Meritorious Service Medal. Mr. Rath followed the proceedings honoring his retirement by watching the interpretation by his son John.

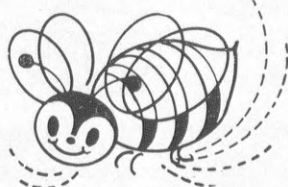
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Dr. Byron B. Burnes finished 43 years of teaching by giving the graduation address at the California School. He told the graduates that his own graduation exercises at the Alabama School were unfamiliar to him because at that time he never had seen a graduation.

The DEAF American

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With Early Plans!



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LEAMINGTON HOTEL, CONVENTION HEADQUARTERS

Watch THE DEAF AMERICAN for Further Developments!



Jerry Fail

NEWS

From 'Round the Nation

Mrs. Jerry Fail, News Editor
6170 Downey Avenue
North Long Beach, Calif. 90805

Mrs. Harriett Votaw, Asst. News Editor
2778 S. Xavier Street
Denver, Colorado 80236



Harriett Votaw

Colorado . . .

A large group of 57 Colorado deaf people witnessed the thrilling basketball games at the 25th anniversary of the Midwest Athletic Association of the Deaf held in Kansas City, Mo., March 4-7. The Silent Athletic Club of Denver team emerged runnerup in the tournament, losing to Minnepaul in the final game. Tom Carson and Danny Ward were chosen for the all-star team.

Making the trip were Don and Rachel Warnick, Fred and Lorraine Schmidt, Rea and Barbara Hinrichs, Howard and Josie Kilthau, John and Elsie Kilthau, Bill and Eva Fraser, Charles and Julia Billings, Bill and Patty Krohn, Gary and Pam Shiplett, Ralph and Laura Gonzales, Jerome and Joyce Aregi, Danny and Gloria Ward. Harriett Votaw, Bonnie Kilthau, Ione Dibble, Margaret Herbold, John Flores, Frank Garner, Pat Thompson, Jan Vigil, Garrett Nelson, Leroy Cooper, Don Blair, Jerry Jones and John Salazar and the Robert Gardners from Denver; John and Nancy Buckmaster, Dee and Mary Jo Haptonstall and Melvin Haptonstall from Colorado Springs; Earl and Lorraine Brewer, Robert and Rosemary Bodnar and Arthur and Evelyn Macy from Greeley; Jack and Darlene Clair from Denver; Dan Sedillo from Longmont; Tom Carson, Larry Angel, Steve Johnson and Donald Sutton from Colorado Springs.

The Brewers, Bodners, Clairs and Macys came in two campers from Colorado and used the campers as their "headquarters." Most of the fans stayed at hotels, but a few stayed with relatives. Gloria and Danny Ward stayed with a cousin of hers in Olathe and Harriett Votaw stayed with her parents.

Seen at the tournament were the Robert Zlateks, formerly of Denver and now of Kansas City, Mo., and Larry Strain of Dallas, who drove up to Kansas City to see his Colorado and South Dakota friends.

Anita K. Hutchens was granted a Special Achievement Award in recognition of her performance as a clerk-typist for the contracts unit in the procurement section of the Bureau of Land Management, United States Department of the Interior at the Denver Federal Center. Anita also received a \$150 award in addition to her certificate. The awards were made at a ceremony held March 6.

A surprise baby shower was given Anita Hutchens at the Silent Athletic Club Building in Denver.

The Roland Grebs became first-time

grandparents when their daughter, Rolane, gave birth to a son, Daniel, on February 23.

Mrs. Alice Mason, executive director of the Colorado Hearing and Speech Center in Denver, announced that Mrs. Bertha Kondrotis has been appointed to fill a two-year term on the board of the Center. Mrs. Kondrotis is president of the Colorado Registry of Interpreters for the Deaf (CRID) and the daughter of Mr. and Mrs. William Henry of Colorado Springs.

Wisconsin . . .

Mrs. Helen Radsale, a former Milwaukeean, now resides in Parma, Ohio. Her son, Daniel, is still in Vietnam and assigned to the Military Intelligence Corps-Artillery Division.

Mr. and Mrs. Edward Kelpine and son, Eddie, Jr., visited their daughter and sister in Hamilton, Va., recently. Their son-in-law, who is in the Navy, was stationed on the Enterprise which exploded a year ago January 5.

Damilla M. Carrillo, a former Milwaukeean now residing in Milpitar near San Francisco, was in Wisconsin recently on her vacation and visited old friends.

Richard Gerich, a former Waukesha resident, is engaged to Madeline Silvesto of Cleveland, Ohio. A June wedding is planned.

Chester Ostrowski passed away at the age of 44 on December 19. He leaves surviving his wife.

John Mager, husband of Pearl (Hunholz) passed away suddenly on December 20.

Max Gallimore of St. Augustine, Fla., was in Milwaukee for a week recently visiting his girl friend.

Mrs. Grace Wolfe, the former Grace Brynes of Delavan now residing in Belton, Mo., was in Delavan to visit her brother and then came to Milwaukee for a few days to see her old friends.

Cynthia Vonne Gulick, daughter of Mr. and Mrs. Carmello DiChiara of Milwaukee, will wed Thomas Alan Groth of Yakima, Wash., in August.

Mr. and Mrs. William Vollmer of Green Bay announce the engagement of their daughter, Patricia Marie, to Robert Reineck, son of Mr. and Mrs. Walter Reineck of Cedar Grove. Patricia is a 1969 graduate of Green Bay High School and Robert is a 1965 graduate of Wisconsin School for the Deaf.

A daughter, Tammy Ann, was born January 2 to Mr. and Mrs. Leon Bongey, Jr., of Menomonee Falls. She has a three-year-old sister, Debra.

Kristi Klusman and Tony Acker were married on January 31. Walter Werner of Chicago is engaged to Susan Huntley of Petersboro, N.Y. Edmund Waterstreet and Linda Bove of New Jersey are engaged and plan a summer wedding.

Harry Jacobs, now of Florida, was presented a beautiful plaque by the St. Petersburg Club for the Deaf president who made a surprise call on Harry while he was in

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the hospital. The plaque was presented on behalf of the club members to Harry for his service as president and work for the welfare of the deaf.

Daniel Strange, 90, passed away in January.

Upon his retirement from Everitt Knitting Company, Stanley Kaszuba and his wife Connie moved to San Jose, Calif., to be near their only son and family. They left Milwaukee on February 2.

Warnicks Honored On Silver Wedding Anniversary



Mr. and Mrs. Don Gene Warnick at the time of their wedding in 1945.

A surprise silver wedding anniversary reception was given the Don Gene Warnicks on Sunday, February 22, 1970, at Cherry Creek Townhouse Club House, Denver, by their friends with the help of their son and his wife. The former Rachel Burkhardt and Don Gene Warnick were married on February 24, 1945, by the Rev. Homer E. Grace at his home with Eva (Adams) Dietz and Milton Savage as witnesses. The newlyweds had no honeymoon, and since they had no car, they rode the streetcar to the home of Rachel's parents for their wedding supper.

The miniature wedding cake given them at their anniversary reception was made and decorated by Mary Ann Ferguson, who is a master at decorating cakes. Homemade cakes, along with coffee, punch, nuts and mints were served to the 147 guests who came to honor the Warnicks. There was a silver "money tree" which quickly became loaded with green "foliage." Their son, Regan Gene Warnick, and his wife, as well as Mr. and Mrs. Burkhardt and Rachel's three sisters and

Joe Moen retired from the Controls Company of America after 28 years service the week of March 9.

Harry Harmsen was recently hospitalized in traction due to spasms in his spine. The day after his discharge from the hospital his wife, Ethelyn, was rushed to the hospital to have six stitches in her head after she slipped in the bathtub.

their families were present to make the surprise complete and memorable.

The committee planning the reception was composed of Mesdames Emilia O'Toole, Juanita Greb, Mary Elstad, Nancy Buckmaster, Harriett Votaw, Ruby Pavalko, Mary Ann Ferguson, Jackie Fautett, Anita Hutchens, Merrie Jones and Margaret Herbold and Misses Ione Dibble, Sandra Klein and Allie Joiner.

Rachel attended the Colorado School for the Deaf and the Blind, and Don attended the Utah School for the Deaf. Don is well-known in the deaf community and at present holds the following offices: Board member of the Silent Athletic Club of Denver; vice president of the Colorado Association of the Deaf; secretary-treasurer of the National Deaf Bowling Association; vice president of the newly-formed Colorado Advisory Council Serving the Deaf. He is a past officer of the Midwest Athletic Association of the Deaf.



Mr. and Mrs. Warnick at the celebration of their 25th anniversary.

Proposed Amendments

Proposed amendments to the NAD Bylaws may continue to be sent to Gordon L. Allen, Chairman, Law Committee, 2223 19th Avenue, N. E., Minneapolis, Minn. 55418. Proposals may also be submitted from the convention floor in Minneapolis to be referred to the Law Committee.



This is the money tree presented the Warnicks at the reception in their honor.

Letters to the Editor

Dear Editor:

Bob Halligan seems to have made quite a few good points in his criticism of the National Theatre of the Deaf.

In just what direction is the entire program aimed? Is it designed primarily as a media to acquaint normal-hearing individuals with the potential talents of the deaf? If so, let us point out that deaf people have, since World War II, been proving their ability to perform more and more complicated tasks and a vast majority enjoy the respect of their employers and co-workers. Favorable publicity never hurt the deaf, so if that is one of the prime aims of the NTD, well and good.

But on the other hand, the group making up the NTD performers is far from being representative of the deaf. Most of them have been students at Gallaudet College, and as Bob Halligan states, not a single one of those who have made theatrical history for the deaf have been given any consideration. The list of names of people of this type is longer than your arm, and it is an open fact that there was no real "casting call" when the NTD troupe was formed. In other words, many a talented deaf person was simply ignored in favor of those who had dramatic training at Gallaudet. Experience, dramatic know-how and outright ability to be a crowd-pleaser when on the stage counted for nothing, and veteran actors among the deaf were completely ignored. These were really actors, for it is true what Bob Halligan says in part, not only did they act, but they directed, made costumes, constructed props and sets, arranged lighting, applied make-up and even swept the floor. All this in addition to a full-time job earning a living. So is there any wonder that there was real talent among those deaf men and women who had a love for expressing themselves on the stage?

How many of them were invited to audition for the NDT? NONE!

It can truly be said that the "arty" aspect of the subject matter used by the NTD is difficult intellectual fare for the average deaf person in the audience, and whether the fancy dactylogy used by the players on stage is completely understood can be called a moot question. One could ask a deaf person if he enjoyed the show. Most likely he would give you a completely affirmative reply, but if you were to pursue the subject further, ask him to quote a particular part of the play, ask him just what was said, his reply would be, "I don't know, but the signs were beautiful."

In other words, the audience, both hearing and deaf, saw the color pattern, the movement, but they were unable to digest the details; a meal was placed before them but they were unable to sink their teeth into the meat, they could only nibble at the salad. They came away not quite knowing what they ate.

Even with narration, the hearing members of the audience, though versed in the fundamentals of the language of signs are placed in the same position as a deaf person when he goes to the movies, sits for hour after hour watching the mouths of the characters on the screen open and close, getting very little idea of just what is being said.

Many persons with normal hearing tend to look upon the language of signs as a novelty (aside from those who use it in technology), and given a steady diet of this and having to pay in the bargain, would prove a bit too much.

As a novelty, the NTD drew "rave" notices from the "hearie" press, but let them play the same theatre in the same city for the same length of time as a regular "hit" show, and see how attendance will dwindle to nothing.

That is why the managing directors of the NTD are smart enough to aim at limited engagements in widely separated areas.

LeRoy R. Subit

Glen Cove, N.Y.

Dear Editor:

Doesn't this Robert A. Halligan (his nonsensical blast at Taras Denis, February issue) know that the National Theatre of the Deaf is *of*—not *for*—the deaf? One of the axioms of the NTD is an exploration into the medium of theatre—that is, to show the versatility and flexibility of deaf actors which the hearing audience throughout the world never had a chance to know.

Despite the years which the deaf have performed on stage and, of which, suddenly, the NTD pushed the deaf 50 years ahead in so short a time has become the very thing that we should understand and appreciate, rather than to quibble about the Script Service Team. One simply cannot wipe out the numerous accolades from theatregoers and critics everywhere.

Let's not kid ourselves. David Hays has done and is still doing a remarkable job of coordinating the NTD; he has successfully gathered the actors, selected excellent scripts, laid the groundwork with the O'Neill Foundation—and **kept it going!**

What is evident is that without the Foundation and the NTD, the deaf would still be confined within its perimeter as before.

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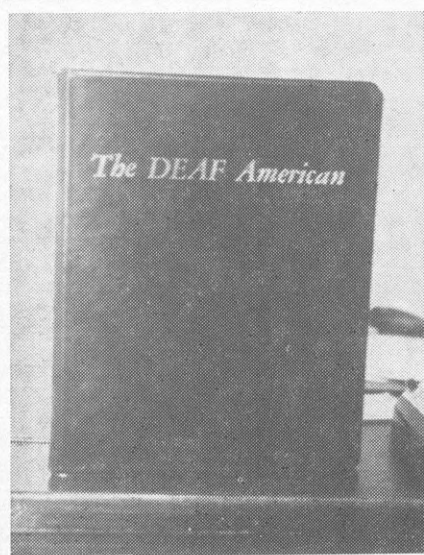
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